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for

Volume 45

October, 1945

Number 8

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The Catholic School Journal is published monthly except in July and August by THE BRUCE PUBLISHING COMPANY

540 North Milwaukee Street, Milwaukee 1, Wisconsin

Eastern Office: 330 West 42nd St., New York 18, N. Y. Central Office: 66 E. South Water St., Chicago 1, Ill.

Article Index: Articles in the CATHOLIC SCHOOL JOURNAL are indexed in The Catholic Periodical Index: and in the Catholic magazine of The Catholic Bookman.—Entered April 20, 1901, as Second-Class Mail Matter in the Post Office at Milwaukee, Wis., under the Act of March 3, 1879, Published monthly except in July and August. Copyright, 1945, by The Bruce Publishing Company.—Subscription Information: Subscription price, \$2.50 per year, payable in advance. Canadian postage, 50 cents; Foreign Countries, \$0 cents. Copies not more than three months old; Scents; more than three months, 50 cents. Notice for discontinuance of subscription must reach Publication Office in Milwaukee at least fifteen days before date of espiration. Changes of address should invariably include old as well as new address. Complaint of nonreceipt of subscribers' copies cannot be honored unless made within fifteen days after date of issue,—Editorial Contributions: The editors invite contributions on education and on any subject related to the welfare of Catholic schools; e.g., methods of teaching, child study, curriculum making, school administration, school-building construction and upkeep. Manuscripts, illustrations, news items, etc., should be sent to the Publication Office in Milwaukee. Contributions are paid-for at regular space rates.

#### Schoolhousing — A Big Problem

September school opening, with continued increases in elementary and high school enrollment, especially in the larger dioceses, has brought to the fore the great shortage of schoolhousing facilities and the need for immediate action on the building program. While much has already been accomplished, it is largely by way of raising and earmarking necessary funds for needed new schoolhousing and the expansion of present facilities. For the most part building plans are in the design stage, with architects yet to be employed on a large number of projects. Prompt action on building plans is essential so that the needed new building can go from "blue-prints" to "construction" with all possible speed.

The postwar Catholic School Building Program will unquestionably involve an expenditure in excess of \$100,000,000. This estimate is based upon The Catholic School Journal survey of building plans with returns from less than half of the dioceses. Based on this survey, an approximate estimate of the postwar Catholic School

Building Program is presented.

Elementary Schools New buildings Additions and modernization Ninth-grade addition	Projects 400 225 20	Estimate Valuation \$27,967,500 3,850,000 125,000
High Schools	645	\$31,942,500
New buildings	152	\$31,675,000
Additions and modernization	103	9,750,000
Colleges and Universities	255	\$41,425,000
New buildings	35	\$16,500,000
Additions and modernization	23	2,320,000
	58	\$18,820,000
Total Projects	958	\$92,187,500

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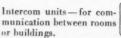
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# The CATHOLIC SCHOOL JOURNAL

VOL. 45

OCTOBER, 1945

No. 8

## Pattern for Federal Aid: 1945

Very Rev. Msgr. Frederick G. Hochwalt, Ph. D. \*

W HEN the Thomas-Hill Bill reappeared in January, 1945, as Senate Bill 181, it aroused little interest except among those who had unsuccessfully supported such federal-aid-for-education legislation since 1919. The Smith-Towner Bill of 1919 was the first in a long series of bills in behalf of increased federal responsibility for education. It recommended a Department of Education with a Secretary in the President's Cabinet; it also provided for an annual appropriation of \$100,000,000 to be used for Americanization, equalization of educational opportunity, physical education, the preparation of teachers, and the abolition of illiteracy. The pattern set by the Smith-Towner proposal was followed faithfully by all of the legislative attempts to secure federal aid until 1936 when the Harrison-Black-Fletcher Bill asked for federal funds but included no provisions for a Federal Department of Education. Up to this time federal aid for education was not a very popular subject generally, since the proposed legislation seemed to open the way to federal control of schools.

#### The Need Investigated

Two important studies had been completed which indicated, in no uncertain manner, that areas of our nation could not, without federal assistance, maintain educational standards that were defensible on a basis of even minimal educational needs. The first of these studies was sponsored by President Hoover, and the results were presented in Federal Relations to Education, the Report of the National Advisory Committee on Education. Dr. Charles Riborg Mann had guided the efforts of fifty educational experts in a review of the educational needs of the country. The story told was a revealing one. A second and more detailed research study was completed by an Advisory Committee appointed by President Roosevelt. Under the direction of Dr. Floyd Reeves, the final report, which appeared in 1938, reaffirmed the needs stressed by the first Advisory Committee and recommended that federal assistance without federal control be extended to education. Unlike the Hoover report, the Roosevelt study did not recommend a Federal Department of Education with a Secretary in the President's Cabinet.

Since the Harrison-Black-Fletcher Bill of 1936 a Department of Education has not been urged in any of the proposed legislation. This bill provided that federal funds should be appropriated "to assist the States and Territories in providing more effective programs of public education." Federal aid legislation sponsored since that date has been similar in nature. In 1941 and 1942, S. 1313 was a much debated issue. Among its opponents was Monsignor George Johnson, who deposited testi-mony against it with the Senate Committee on Education and Labor. All bills since 1936 had asked for an appropriation of \$300,000,000 annually and had specified that federal funds were to be available only to educational agencies and institutions under *public* control. The Thomas-Hill Bill, S. 637 (1944) and S. 181 (1945), changed the formula; it authorized an appropriation of \$200,000,000 for the adjustment of teachers' salaries and an additional \$100,000,000 for equalization purposes within and among the states.

#### Unjust Discrimination

In the month of February, 1945, a letter filed by the Department of Education, National Catholic Welfare Conference, called to the attention of the Senate Committee on Education and Labor the discriminatory features of the Thomas-Hill Bill. This letter emphasized that S. 181, in defining the assistance to be extended by federal funds, discriminates in the type of school to be aided. Since the wording in Section 5 D provides "that funds paid to a State under this Act shall be expended only by public agencies under public control," this means, in effect, a prohibition on the part of the Federal Government that would prevent the states, if they so pleased, from using federal funds for the aid of private schools. The letter continues:

There are groups of citizens within our country who maintain their own schools because their conscience requires that they bring their children up according to the tenets and in the spirit of the religion that they profess. Their right to maintain schools is protected by the constitutional guarantee of freedom of religion. Freedom of religion in-

volves more than the opportunity to participate in public worship in a church of one's choice. It means, too, that citizens should enjoy the full freedom to live their religion and to enable their children to do likewise. For many of our citizens this means freedom to provide schools and means of education that accord with the dictates of their conscience. It is not enough for government to refrain from legislation that would prohibit the existence of nonpublic schools. If the program of education within the United States is to be aided, then the real spirit of democracy and the true conception of general welfare should direct that this aid be extended to all children in all schools.

Catholic citizens of the United States are maintaining 2119 secondary schools, 8017 elementary schools, enrolling 2,399,908 children. They are supporting these schools out of their own resources and at the same time paying for their share of the taxes which support public education.

The Department of Education of the National Catholic Welfare Conference maintains that aid given by the Federal Government for education should be distributed according to a law or plan that will bring this aid only to areas in which it is needed and where such need can be demonstrated; moreover, this distribution should be equitable to all children in that area without regard to color, origin, or creed; finally, this distribution should be extended to the children in attendance at any school that meets the requirements of compulsory education.

The Department of Education holds that, where federal funds are distributed, they should supplement state, local, or private funds and never supplant them. These state, local, and private funds should be used to the utmost before invoking federal assistance.

Federal aid should never impose in our country federal control of education either in law-or in practice. The American tradition of local control of education is more responsive to the parent or to the family that has the primary and imprescriptible right in the education of children.

The Department of Education, National Catholic Welfare Conference, has in the past opposed educational legislation which was undemocratic, discriminatory, and wasteful of public funds. It has opposed measures so worded as to defeat the purpose of equalizing educational opportunity for all children in those areas where such equalization was really needed. It is un-American to offer

<sup>\*</sup>Director, Department of Education, National Catholic Welfare Conference, Washington 5, D. C.

as an argument for federal aid to education the poverty and need of many children, and at the same time to exclude millions of other children, equally poor and in need, because of religious or racial considerations.

All fair-minded citizens, if not misinformed by propaganda, will oppose any bill advocating federal aid which is not fair to all American children, regardless of color, origin, or creed.

In stating its official position, the Department of Education is opposed to:

- 1. Senate Bill 181 in its present form.
- A Federal Department of Education.
   Federal control of education.
- 4. Any form of federal aid which cannot be demonstrated as needed to meet the minimum educational requirements in areas where resources are inadequate.
- 5. Any distribution of federal funds which shall not be equitable to all children in the area of need without regard to color, origin, or creed, as long as they are in attendance at any school that meets the requirements of compulsory education.

#### The Mead-Aiken Bill

In March, 1945, a bill which guarantees the participation of all American schools in federal aid to education was introduced in the United States Senate by Senator James M. Mead of New York and Senator George D. Aiken of Vermont. This new bill (S. 717), which has the support of the American Federation of Labor and other groups, authorizes an appropriation of \$550,000,000 yearly to wipe out illiteracy and to raise educational standards in the United States.

In sponsoring the bill, Senators Mead and Aiken issued a joint statement, saying: "The bill recognizes the fact that today the health and welfare of the American child is as much a problem . . . as is the educational structure itself. We are determined that the same opportunity for development must be given to the poor colored boy and girl in Mississippi as is given to the boy and girl of any other race in our State, or in any other State. For this reason we shall push with all the power we possess for the enactment of this bill."

Within its general provisions S. 717 emphasizes the need for local control of education and points out that the provisions of this Act shall be so construed as to encourage local control and initiative in the conduct of schools.

The first title of this bill creates in the Federal Security Agency a National Board of Apportionment, to be composed of five representatives appointed by the President by and with the advice and consent of the Senate, whose duty it shall be to formulate policies for the allocation of all funds authorized under the provisions of the Act.

In order to secure the most democratic distribution of funds and to assure equalization of educational opportunity, for all, S. 717 within its first title provides for a distribution of funds to nonpublic schools that are in need of help. In each state which informs the National Board that it is prohibited from disbursing to nonpublic schools funds appropriated under the Act, the National Board is empowered to choose a trustee from among candidates nominated by the Governor of the state. It shall be the duty of this trustee to receive and disburse that portion of funds allocable to the state which the National Board determines should be disbursed to nonpublic schools. In making this determination, the National Board is instructed to consider



the extent to which the burden of the educational needs of the state is borne by nonpublic schools.

In its second title S. 717 appropriates funds to raise substandard educational conditions. To assist the states in more adequately financing their systems of public education by supplementing currently available state and local funds for educational purposes, and to equalize educational opportunities among all children in public and nonpublic schools, the Mead-Aiken Bill authorizes an appropriation of \$300,000,000 each year. Seventy-five per cent of the funds allocated under this appropriation must be used to supplement appropriations currently made by each state for the payment of salaries of public-school teachers. There is appended the further provision that of the remaining 25 per cent of the funds none shall be paid to the trustee for teachers' salaries but these funds may be used by nonpublic schools for other educational purposes. Herein is found the great weakness of the Mead-Aiken Bill. Educational administrators are aware that between 70 and 80 per cent of continuing school costs are accounted for by teachers' salaries. To exclude needy nonpublic schools from a participation in the bulk of the \$300,000,000 appropriation is apparently unfair. There are those who support the exclusivistic public-school concept of education and who feel that nonpublic schools should not share in any percentage of the \$300,000,000 fund for equalization.

Under Title III of S. 717 funds are appropriated to promote the health, welfare, and safety of all school children by providing for such necessary educational services as transportation, library facilities, textbooks, reading materials, visual aids, and school health programs. For this purpose \$100,000,000 is set aside. Fifty per cent of this amount is to be distributed to states on a basis of total population; the remaining 50 per cent shall be distributed on the basis of relative need in accordance with the findings of the National

In its concluding provisions (Title IV) the

Mead-Aiken Bill appropriates an additional \$150,000,000 for the purpose of providing needy persons between the ages of 14 and 20 means and assistance to enable them to continue their education. The bill insists that disbursements made under this plan shall at all times be uniformly applicable to all persons who qualify for such aid without discrimination on account of race or creed.

#### N.C.W.C. Gives Support

In the hearings on S. 717, held by the Senate Committee on Education and Labor, the Department of Education of the National Catholic Welfare Conference supported this measure. Summing up the stand which the N.C.W.C. has taken on federal aid to education bills in the past as distinguished from its present position, an assistant director of the Department of Education told the Committee:

Several times the Department of Education of the National Catholic Welfare Conference has appeared before Congressional Committees in opposition to measures providing federal aid to education. On each occasion the Department regretted that such a stand was necessary and realized that opposition to the bills in question was likely to be misconstrued. It is indeed fortunate that now, when the need for federal aid is so acute, a bill recognizing a principle of justice for all American school children has been presented for the consideration of the Committee and will, we trust, receive the objective consideration it deserves.

The question at issue in these hearings is whether or not the educational facilities of the United States are adequate and available to the needs of every American boy and girl. The answer to that question is the concern of all the people in the entire nation. No community which has successfully solved its educational problems may rightfully claim that deficiencies in educational opportunity elsewhere are not its interest. No, we are a nation and the educational standards of the nation inevitably reflect the educational successes and failures of every American community.

Evidence before the Committee demonstrates that there is an inadequacy of educational opportunity in certain areas of this country. S. 717 proposes to remove such substandard conditions and to raise the educational level of the nation. Furthermore, this bill recognizes that public and nonpublic schools are equally important in the educational system of the United States. There will be those who disagree with this statement since they defend an exclusivistic concept of education which would give to the States a monopoly of all educational endeavor. They defend this monopoly with the plea that governmental agencies alone can develop the worthy citizen.

This position, I submit, is disproved by the following quotation from the decision of the United States Supreme Court in the Oregon school case. I quote, "The fundamental theory of liberty upon which all governments in this Union repose excludes any general power of the state to standardize its children by forcing them to accept instruction from public teachers only. The child is not the mere creature of the state; those who nurture him and direct his destiny have the right coupled with the high duty, to recognize and prepare him for additional obligations."

Therefore, parents are guaranteed the right to send their children to nonpublic schools. Moreover, parents who do send their children to such schools fulfill their duty to the state under existing compulsory education laws. The government which allows them to exercise this right should not deprive them of benefits common to all which are granted by government for the general welfare of all citizens. There is no requirement in law

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that church membership should be a liability to parents and children who are at the same time citizens of this nation and as such are entitled to the privileges and benefits extended by government for educational purposes. Although government may be disinterested in the child's creed, it may not ignore its need.

The kind of legislation proposed in S. 717 promises to test the objectivity and sincerity of those who plead for federal funds for needy schools. This bill eliminates objectionable features of other proposals and frankly looks to the welfare and need of all children regardless of the school to which their parents choose to send them. In making disbursements of funds the National Board of Apportionment is instructed to consider the extent to which the burden of the educational needs of the state is borne by non-public schools. This is a genuinely equitable approach to the problem of educating our youth and is, we believe, worthy of the Committee's approval.

To allege that nonpublic education, especially if conducted under religious auspices, is divisive is to misinterpret our American democracy, which assures us not only of the right to be one, but also of the right to be many in the pursuit of a common goal. To erase private effort, to force all educational programs into a straight jacket, is not consistent with the traditional American respect for the rights of the individual and of minority groups. To impede parents in the exercise of their natural rights in education is a step toward governmental domination over all schools. We have abundant evidence of the disaster which state monopoly of educational prerogatives, carried to its ultimate, has brought to the youth and national life in the totalitarian nations.

#### Rights Are Recognized

It can be truly said that the Mead-Aiken Bill is one of the most far-reaching measures before Congress. It preserves local control of education and provides machinery to equalize educational opportunity and secure the national welfare; it protects racial minorities; it requires that federal funds must supplement and cannot supplant state funds. The bill recognizes the meaning of school systems in the broadest sense of the term, by expressly providing for the promotion of educational standards and the welfare of every child in the nation. One of the special features of this bill is the report that it requires for the American public. The Mead-Aiken Bill requires publication of plans for the use of federal money before the money is spent and requires an accounting of the expenditure.

The provisions of the Mead-Aiken Bill are far from perfect. However, it recognizes the rights of nonpublic schools in need to receive aid from federal funds. Imperfect as it is, the bill is worthy of the study, the comment, and the support of educational administrators and teachers throughout the land.

## Have You a Central Library in Your Grade School? Sister Mary Elvira, O.S. 7. \*

TODAY there is a nationwide movement toward a central library in the elementary school. The children in a Catholic elementary school should have the best library in their community. We must begin to find ways and means for opening a central library in our grade schools.

Not so long ago libraries were little more than storehouses; even college libraries stressed preservation rather than use; but today the stress is definitely on circulation, on use, on reading. This condition is the outcome of numerous social and educational trends; namely: less memory work; less recitation and more discussion in our classrooms; less of the one-textbook method and more collateral reading. Democracy in education, largely the result of labor laws which legislate that children remain in school longer, has brought about less illiteracy. This means reading ability for a larger number. The adult-education movement in our country, through study clubs, lectures, radio, etc., has resulted in more reading in the home and a greater demand for books. Our mechanical age has given us more time for reading. At least this was true before the war. The growth in reading and book production for the past decade is evident even today in spite of the war and paper shortage. Many beautiful children's books have been coming from the presses year after year. Publishers and bookstores have been practically sold out at Christmas time, although the output of children's books has been very large. With this enormous book production has come the need for adequate housing. Libraries have become more important.

Within the past twenty years children's sections have been opened in our public libraries. In the elementary schools, classroom libraries have developed, and, for the past ten years, there has been a movement toward central libraries in our grade schools. Classroom li-

braries are no longer deemed adequate. Schools are becoming more and more conscious of the importance of the library as a central factor in the program of education.

If students are to make intelligent use of books and libraries in secondary and collegiate work, if they are to develop an appreciation of good books which is to continue beyond school days, the use of books and libraries must become a reality in the elementary school.

In June, 1944, the Catholic University of America at Washington, D. C., had a three-day institute on the elementary school library, in which was urged the opening of central li-



Wild Flowers.

braries in our Catholic schools. Papers have been published in the Catholic Elementary School Library symposium (Cath. U.) of this institute. Hundreds of Sisters attended. As a result of this institute, local institutes were held throughout the country later in the summer in which the central-library message was carried further. In December, 1944, at the Illinois Unit of the Catholic Library Association meeting in Chicago, a sectional meeting on the elementary-school library was held. More than 200 attended the general session. A show of hands indicated that about one third of these were elementary-school librarians. Rev. David C. Fullmer, assistant superintendent of schools in the Chicago Archdiocese, at the luncheon talk, stressed the desirability of a central elementary-school library. If this were impossible, he urged that the old classroom libraries be weeded of nonusable materials, and that new and attractive books replace them. A meeting of the same organization was held in April, 1945, with an attendance of more than 400, many of whom were elementary-school librarians.

#### Planning

The organization of the elementary-school library will have its problems. In some cases there will be many obstacles. First of all we must have a library room. Because the movement is new and the school buildings are old, the library room is usually lacking. But perhaps a vacant classroom or an old store in the neighborhood of the school can be secured for the purpose. In the event that a new building is put up, and you have the opportunity to make suggestions, don't forget the library room. A new library must be planned with a vision toward the future because libraries grow rapidly and all too soon the housing facilities are inadequate. Even for a small school, a room twice the size of a classroom is recommended. In planning a library in a new building, provision should be made for a work-

<sup>\*</sup>College of St. Francis, Joliet, Ill.

room and a conference room in connection with the library.

Another obstacle in establishing a library may be *lack of appreciation* on the part of the pastor, parents, teachers, or others on whom one must rely for co-operation in the project. If we ourselves are thoroughly convinced of the importance of the library, are interested and enthusiastic about the project, all these can be won over.

Then there is the question of funds. How are we to finance the library project? According to reports and articles one reads from time to time on the subject, it is surprising what some schools have been able to do through newspaper drives, candy sales, mothers' club activities, and the like. Generally, if people know the purpose of money drives, they are willing to co-operate. Even though growth is a slow process, much can be done over a period of years with thoughtful planning and selection.

#### Finding a Librarian

And again there is the important problem of the *librarian*. Above all, the librarian should have a knowledge of and an appreciation of good books, a sympathetic understanding of boys and girls, and some knowledge of library technique. In addition she should have some administrative ability, enthusiasm for the work, accuracy, neatness, and the ability to do detail work. It may be difficult to find a person with all these qualities, especially one who has been trained, but, once appointed, she should aim to develop toward them and take courses in library science at the first opportunity.

A full-time librarian is the ideal, but this is often impossible, even in our high schools. It would mean another salary. This condition exists in public schools also. For that reason the growth of the teacher-librarian has been phenomenal. She has the duties of a classroom teacher and of a librarian. For a teacher-librarian without library training, we would recommend the Teacher-Librarian Handbook by Mary Peacock Douglass (A.L.A.), intended especially for the untrained.

This does not imply that training is unnecessary. Classification and cataloging done by one not trained or by students usually results in many errors which later must be corrected. It is advisable to let the technical end go; that is, the classifying and cataloging until the individual has had the necessary training. The trained librarian, too, will have an entirely different outlook; she will also have a greater appreciation of books and the ability to select the right books.

#### Equipment

Then one must have the necessary equipment. The library should be attractively and harmoniously equipped. Standard furniture can be purchased from library-equipment dealers who handle shelving, tables, chairs, and all other necessary furniture and supplies. They will help plan your library as to the best placement of furniture, height of tables and chairs, etc. However, it may be that your funds are low and that you can have equipment made by a carpenter at a lower price. In that event, a useful aid for height and other problems of organization will be the little pamphlet, Library Manual for Elementary Schools (Illinois State Library and Supt. of Public Instruction). Your own state, no doubt, supplies similar information. Other helpful pamphlets are How to Organize the School Library, by Zana K. Miller (Library Bureau), and Steps in Organizing the School Library (Gaylord). A good book on organization is Administering Library Service in the Elementary School, by Jewel Gardiner and Leo B. Baisden (A.L.A.). The number of tables and chairs will depend upon the size of your room and the enrollment. It is recommended that seating capacity in the gradeschool library be for one tenth of the enrollment.

As to other equipment, a table, or top of a cabinet, may take the place of a magazine rack. The charging desk may be an ordinary desk, but the library dealer's desk with special compartments in the drawers for cards, etc., is more convenient. The filing cabinet, usually known as the vertical file, will make a very useful asset for keeping pictures, pamphlets, and book lists. Again, if funds are low, the Library Manual, referred to above, suggests the use of an orange crate, with corrugated paper tacked on the back and on the front with hinges on the one side, and painted, as a temporary two-shelf filing cabinet. A board box that holds 3 by 5-inch cards can be used for a card catalog. A bulletin board is indispensable. It should be used to stimulate and create interest in reading.

The library should be clean and the most

The library should be clean and the most attractive room in the school. The modern trend is to use colors for tables, chairs, and shelving. If wood finish is retained, the walls can be decorated in a light attractive color Posters, flowers, plants, books, and magazines attractively displayed, all add to the general appeal. The librarian should have an eye for beauty as well as for practicality. Pupils, too, should be held responsible for the appearance of the library.

#### Choosing the Books

Our next item is books. Books are the real purpose of the library and must be well chosen. When classroom libraries have been in process, all these books can be gathered together and each one considered carefully as to whether it is useful or not. In sorting, consider the following points: Curricular needs of the school; interest and reading ability of the pupils; subject matter, treatment, literary merit, copyright date, and authority of information; readability of type; and physical condition.

Textbooks are not ordinarily considered good library material. Therefore, such books should be kept separate-placed in the teachers' library. Or if they are used by the pupils, they can be kept in the classrooms. In the old classroom libraries one often finds numerous cheap fiction books, especially the series books, as Camp Fire Girls, Motor Boat Boys, The Tarzan books, Boy Scout series, etc. These ought to be "weeded" out. A pamphlet called Weeding the Library (Ill. State Library) will be an excellent guide in this weeding process. It gives a list of series books that are not approved in certain public libraries and which should not be found in our Catholic school libraries. A list of undesirable series has also been published in the Wilson Bulletin (Jan., 1929, p. 446).

Most series are to be avoided—not because they are series, but because they do not meet the standards of good literature: Good English, originality, and truth, which should characterize all children's books. However, in the final analysis, the content of the individual book should be the deciding factor. Not all

series are poor literature. Louisa M. Alcott's books, Booth Tarkington's Penrod series, the Jeremy stories of Hugh Walpole, and Lucy Perkins Twins books are all good books, though they are numbered among series books. They meet the standards of good literature and have varied characters. Most series books follow the same pattern as for instance the Horatio Alger books—a poor boy becomes very rich. A child gets an erroneous idea of life by reading many of these without much other material. The sameness of the series is a strong objection against them. It affords the child little chance for development of character or imagination. He needs variety of diet for the mind as well as for the body.

The books which you decide to keep in the weeding process will form the nucleus of your library. These should also be sorted into those ready for use, those to be cleaned, those to be mended, and those to be rebound. If the binding has become loose or broken, it is better to have the book rebound than to attempt to mend it, if the value warrants it. If it is a cheap book, it is better to buy another copy. Helpful pamphlets on mending books are Bookcraft by D. M. Kidd (Gaylord), Demcobind (Demco).

Now you will want to purchase new books. Every principal, librarian, and teacher has the responsibility of making the children's book collection as vitally interesting and potent in character formation as possible. Children should read for pleasure and enrichment of character. This is done only by including the best available books in your library, and by excluding the mediocre or inferior books. So if you have money for books, do not spend it on cheap trash, get good books, even though it means getting less in number.

#### Aids to Selection

Before preparing your book order, check your collection against some desirable, well balanced standard list, to see how your collection meets requirements. Be guided also by the demands and needs of your school curriculum. The standard catalog for the elementary school is the *Children's Catalog* (Wilson). It is divided into three sections. The first section is an alphabetical list of author, title, and subject entries with descriptive annotations under author entries. Section two is arranged according to Dewey Decimal classification numbers. It also gives subject headings and is therefore a very helpful tool in classifying and cataloging. Section three lists the books by grades 1 to 8, another desirable feature. There is also a "Directory of Publishers" at the end. If you do not care to invest in such an extensive list (and you may be able to use the public library copy), there are some very good smaller standard lists:

500 Books for Children by Nora E. Buest (U. S. Office of Education). This book is divided into three sections, grades 1-3, 4-6, and 7-8, and arranged alphabetically by author in each section. It also has a "Directory of Publishers" and an "Index, Author, Title, and Subject." Another is An Aid to Book Selection for Elementary School Libraries (Illinois State Library and the Dept. of Public Instruction). This list is also divided into three sections, books for "Primary," "Intermediate," and "Advanced" groups with subject arrangement under each, as "Creative Arts," "Language Arts," etc. Inquire whether your state publishes a similar list.

Another excellent short list is the Children's

Bookshelf (Children's Bureau, U. S. Dept. of Labor), intended for parents. It has intro-ductory material on "Books and Reading," short lists of different types of books as "Picture," "Poetry," etc. It also has a list of "Lasting Favorites" and "Time to Laugh" books. There are certain classics which should be found in every library, as those found in "Lasting Favorites." However, this list is very short and omits some very important "Lasting Favorites." titles, namely: Mother Goose Rhymes, William Chandler Harris' Uncle Remus, Charles Lamb's Tales from Shakespeare, Mulock's Little Lame Prince, Padraic Colum's Adventures of Odysseus. And for the Catholic li-brary you would want to add the classic, Little Flowers of Saint Francis, and certainly Father Finn's books, especially Tom Playfair, Percy Wynn, and Harry Dee, which are considered his best books. The "Time to Laugh" type of book serves a great need in our wartime days when children are often the victims of the nervous tension of adults. Some of these are Mary Poppins and Mary Poppins Comes Back by Parmela L. Travers (Reynal and Hitchcock), Just So Stories by Rudyard Kipling, Caps for Sale by Esphyr Slobodkina (Scott), Good Bad Boy by Father Brennan (Bruce), and the Secret of Pooduck Island by Alfred Noyes (Lippincott).

Such books can also be used to counteract the comics. For the comics today have ceased to be wholesome or funny. Moralists and educators condemn them. Judges of criminal courts and wardens of penitentiaries say that they are a primary cause of crime. The crime, violence, superman idea, scantily-clad vampires portrayed in them supply undesirable patterns of conduct for children. Teachers should do all in their power to work against them. Much can be done by supplying chil-dren with good reading. *Timeless Topics* (Catechetical Guild) which depict lives of saints are highly recommended. Magazines like the Catholic Boy and Catholic Miss include comic sections. The publisher of Parents' Magazine also put out two magazines to counteract the comics, Calling All Girls and True Comics for boys, which deal with present-day famous people or heroes of the war. However, these should be only stepping stones to the reading of good books. Supply children with books so appealing that they will want to read them.

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Other helpful aids in book selection are the *Horn Book*, a magazine devoted to children's books and authors, and the *Wilson Library Bulletin*, a very good and inexpensive magazine for librarians listing new books, including inveniles.

Of course, a Catholic school library will want many good Catholic books. Outstanding among Catholic purchasing aids is Traffic Lights by Mary Kiely (Pro Parvulis). It deals with the various aspects of Catholic reading for children, includes chapters on "Our Contemporary Life in Children's Books," "Catholic Roots in American Literature," etc., giving a bibliography at the end of each chapter-a valuable aid for the Catholic teacher and librarian. Another excellent list, Catholic Authors of the Past and Present, Junior Edition (Geo. N. Shuster), a recent publication, includes pictures of Catholic authors for young people with a brief biographical sketch and an annotated list of books, arranged by topics, as "Adventure," "War," "Heroes and Heroines," etc. Rt. Rev. Msgr. John Wolfe, diocesan



The 1944 Catholic Book Week Display at St. Joseph Academy, Dubuque, Iowa.

#### How We Observed Book Week

Since Children's Book Week and Catholic Book Week were observed simultaneously last year the displays at St. Joseph Academy, Dubuque, Iowa, emphasized the combined themes, "United Through Books for a Better World to Come." On a circular table surrounding a globe, new books about the United Nations included such titles as White Smoke Over the Vatican by Sharkey; Discovering Mexico by Father O'Brien; Mother America by the Filipino colonel, Carlos Romulo; and Once in Cornwall by S. M. C. An accompanying exhibit with books about the various races brought out the fundamental principle of the brotherhood of all men under the Fatherhood of God. Here were Father Hyland's A Dove Flies South and White's Good-Neighbor Hurdle.

"Read for a Better World" was stressed in a section featuring "Better Men for Better Times" by the Catholic University of America; a series of Paulist pamphlets dealing with the foundations for true peace in the post-war world; and Voice of the Vicar of Christ, a set of brochures by Father Treacy, S.J., adapting the social encyclicals for student use.

The final display held recent books about the saints, which high lighted the accomplishments of these pioneers of the Catholic social order. In this corner were gathered present-day works of hagiography like Mantle of Mercy, Larks of Umbria, St. Regis: A Social Crusader, Street of the Half-Moon, Rose of America.

Collaborating with the library the English department sponsored a quiz program on the saints, based on information contained in their respective biographies. In addition, pictures of the saints were bulletined in the library and students were asked to identify them and give the author and title of a book about each. Father Lord's companion booklets on the saints were awarded to the winner as a prize.



An Exhibit Suitable for Catholic Press Month or Catholic Book Week at Academy of the Sacred Hearts Elementary School, Fall River, Massachusetts.

superintendent of schools of Dubuque, Iowa, has compiled Classified List of Library Books for the Elementary Grades (Scott, Foresman). This pamphlet includes books by Catholic and non-Catholic authors and is arranged by subject, "Art," "Biography," "Drama," etc., with the grade appeal in parentheses. Another shorter Catholic list is in Reading List for Catholics, edited and compiled by the Catholic Library Association (America), and the Supplement (C.L.A.). This is really a list of books for adults but it has a "Young People's Section." Because this section is small, it is a very selective and very good list. It includes Catholic and non-Catholic authors.

Regarding current books, a good way to get the best of the new Catholic books is through a subscription to the Pro Parvulis Book Club, the Catholic book club for children. The Pro Parvulis Herald, issued bimonthly reviews the special selections and other new books. One must also be alert to reviews in Catholic periodicals. The November issue of the Catholic School Journal is usually devoted to books and libraries as is also a good part of the February Issue. America and The Commonweal generally issue a special "Book Supplement" before Christmas and near Book Week, which include children's books. Articles frequently appear on children's reading in periodicals. There is a national magazine devoted to reviews of books for Catholic youth, Junior Books (Brothers of Holy Cross). The Catholic Library World, official organ of the C.L.A., includes juveniles in its monthly annotated list of new books.

Then one must note Catholic publisher and Catholic bookstore lists of children's books. A list of good Catholic publishers and bookstores is included in "Aids for Organization . . . " at the end of this article.

Just to name a few Catholic authors and some of their outstanding works that you will want to include in your library—picture books

for small children: Father Lord's excellent and inexpensive pamphlet series (Hirten), Father Brennan's Angel City, etc. (Bruce), Blanche Jennings Thompson's Bible Children (Dodd, Mead), Katherine Eyer's Lottie's Valentine (Oxford), Alma H. Savage's Smoozie (Sheed), Holling C. Holling's Paddle-to-the-Sea (Houghton Mifflin), Marian Ames Taggart's Wonder World series (Benziger); for older children: J. Williams' The Stolen Oracle (Oxford), Sister Margaret Patrice's Keeper of the Gate (Bruce), Father Brennan's The Man Who Dared a King (Bruce), Hilda Van Stockum's Pegeen (Viking), Blanche Jennings Thompson's Silver Pennies poetry series (Macmillan), Neil Boyton's That Silver Fox Patrol (Longmans), Eric Kelly's Trumpeter of Krakow (Macmillan), one of the Newbery award books, and his recent From Star to Star (Lippincott), Marigold Hunt's Life of Our Lord for Children (Sheed), Katherine Eyer's Spurs for Antonia (Oxford), Clara Judson's They Came from France (Houghton Mifflin), Mil-dred Criss' Isabella (Dodd, Mead), Sara Maynard's Rose of America (Sheed), Covelle Newcomb's Silver Saddles, and The Red Hat (Longmans), the latter, a Downey award book. The other Downey awards are: Rathina by Mairin Cregan (Macmillan), and The Secret of Pooduck Island by Alfred Noyes (Lippincott). There is an ever-increasing number of competent Catholic authors writing for children, titles too numerous to mention here.

#### Reference Books

In addition to the books that circulate for children's reading, the library should have some standard reference books—the type of books that one does not read through but which one uses for various information—dictionaries and encyclopedias, etc. Good standard dictionaries which you should have are: Webster's Elementary Dictionary (American Book Co.) and the Thorndyke-Century Junior

Dictionary (Scott-Foresman); for small children, A Picture Dictionary for Small Children (Grosset and Dunlap). Then, if you can afford it, you would probably want the unabridged Webster's New International Dictionary (Merriam), and the New Catholic Dictionary (Univ. Knowledge), the Catholic Encyclopedia publishers. A very good recent publication is Broderick's Concise Catholic Dictionary (Bruce), which is brief, accurate, and differs from the other Catholic dictionaries in that it gives pronunciation of words.

Your first choice in encyclopedias should be either Compton's Pictured Encyclopedia (Compton) or the World Book of Organized Knowledge in Story and Picture Form (Quarie), or both. Don't let agents talk you into buying others unless you already have these standards. Other standard encyclopedias for children are the New Champlin Encyclopedia for Young Folks (Holt) and the Britannica Junior (Encyclopedia Britannica). The New Champlin differs from the World Book and Compton's in that it is arranged by subject. Each of the six volumes is devoted to a definite subject: biography, natural science, geography and history, literature, art and mythology, and physical science and invention. Britannica Junior is prepared under the supervision of the editors of the Encyclopedia Britannica.

You will want a good collection of biographies of saints. A Hundred Saints by a Religious of the Holy Child of Jesus (Pustet) is that. Butler's Lives of Saints is, of course, an old standby. Less comprehensive, but more modern in tone, are Croft's Twenty-One Saints (Bruce), Sister Eleanore's Through the Lane of Stars (Appleton), Lahey's God's Heroes (Ave Maria), and Husslein's Heroines of Christ (Bruce)—all excellent collections. The Junior Book of Authors by Stanley J. Kunitz and Howard Haycroft (Wilson) is a collection of biographies of authors and illustrators of books for children which you will want to include. The Book of Catholic Authors (Romig) is a valuable collection of autobiographies in three volumes with more coming.

Poetry collections are always useful for various celebrations. Among the first choice should be Our Holidays in Poetry compiled by the Carnegie Library School Association (Wilson) and Home Book of Verse for Young Folks compiled by B. E. Stevenson and illustrated by Willy Pagony (Holt)—a very comprehensive collection. The most comprehensive Catholic collection is Thomas Walsh's Catholic Anthology (Macmillan)—really for adults but it contains numerous selections that can be used with children. Very good smaller collections are Walter DeLaMare's Come Hither illustrated (Knopf) and Blanche Jennings Thompson's Silver Pennies series, illustrated (Macmillan).

Then you should have a copy of the Holy Bible, Douay version, in your library. The Oldest Story by Blanche Jennings Thompson, illustrated by Kate Seredy (Bruce) is a bible treasury for children. One of the many question-and-answer books would be useful. Bertrand Louis Conway's The Question Box of numerous reprints, written in simple language, would lend itself to grade-school use.

Another useful reference book is J. P. Good's School Atlas (Rand McNally).

#### Arranging the Books

Some practical arrangement of the books on the shelves is very important. It should be within the ready comprehension of the pupils. h

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Methods used are: Alphabetical by author or by subject, and numerically according to Dewey Decimal classification, and by subject using subject-heading labels on shelves according to Dewey, even though the books are not yet classified. It is advisable to follow the Dewey system whether your books are classified or not, and to use the alphabetical arrangement for the easy or picture books, and also for the stories and biographies.

It is customary to use only the Cutter, or author number, for easy books for primary grades 1-3 with the letter "E" above author number, E. This collection is then kept
S235

separately, so that small children readily can find the books. It is also customary to use only the author number for stories for the intermediate and upper grades. These may be shelved in two divisions, if desired, and arranged alphabetically by author in each. Biographies are distinguished from the stories by using "B" above the author number. The author number in these takes the letter of the person about whom the book is written, as the life of Lincoln by Helen Nicolay, B.

The other books can be arranged according to Dewey classification numbers. Reference books form a separate collection and are usually placed first.

The arrangement of books, and, if they are classified, the basic divisions, should be taught to the children, so that they can use the library intelligently. An excellent aid in this regard is the Children's Book on How to Use Books and Libraries by Carolyn Mott and Leo B. Baisden (Scribner). This is a delightful and helpful little book written in the child's own language and illustrated with clever stick figures. Good pamphlets on the subject are How to Use the Library (Gaylord), Library (Quarrie).

#### **About Circulation**

What about circulation? All library materials should be charged when taken out and an upto-date record kept of the loans. The length of the loan depends upon the size of the book and the demands upon the resources of the book collection. The average elementary-school loan period is one week with the privilege of renewal for another week. Some system is necessary to keep track of the books loaned to pupils and teachers.

The system generally used is the pocket and book-card system. The author's name, inverted order, and the title of the book is typed on the pocket and on the card. The pocket is pasted in the center of the inside cover with date-due slip on opposite flyleaf. When the book is on the shelf, the book card should be in the pocket. When the book is taken out of the library, the borrower should write his name on the book card, and the date book is to be returned should be stamped or written on both card and date-due slip. The cards for the books circulated should then be filed alphabetically under date due. When a book is returned, the card is replaced in the pocket.

If a record of circulation is kept, and this is desirable, the cards are counted each day before filing, and the number recorded in a circulation record book. This may be a small notebook. These numbers can be totaled weekly, monthly, annually.

Pupils can be trained to assist with much of the routine work, if one works right with them and impresses upon them the need for neatness and accuracy. They can stamp date-due in book and on card, check books in every morning, record fines and collect them, check on overdues and notify pupils, shelve books, straighten books on shelves, file book cards, open new books and stamp them, print names on book cards and on pockets, if they are not typed, paste in pockets and date-due slips, clean books, and stamp magazines. Older pupils can help younger pupils find books.

#### Co-operation of Teachers

Other points for smooth administration are: Co-operation between principal and librarian, between teachers and librarian. Teachers ought to notify the librarian of any special demands to be made on the library in advance of assignment. The practice of sending whole classes to the library for study hour ought to be discouraged. Visits to the library should be voluntary and for reading. A quiet atmosphere should be maintained. Instruction on regulations, arrangement, and use should be given at the beginning of the year.

## AIDS FOR ORGANIZATION OF AN ELEMENTARY SCHOOL LIBRARY

#### Equipment and Supplies

Library Bureau Division, Remington Rand, Inc., 309 W. Jackson Blvd., Chicago, Ill. Gaylord Bros., Inc., Syracuse, N. Y. Demco Library Supplies, Madison, Wis.

#### Organization

How to Organize a Library by Zana K. Miller, Library Bureau, Free

Library Manual for Elementary School by Ill. State Library and Dept. of Public Instruction, Springfield, Ill. Free Steps in Organizing the School Library; The

Red Book. Gaylord Bros. Free

Administering Library Service in the Elementary Administering Library Service in the Elementary School by Jewel Gardiner and Leo Baisden (A.L.A.) \$2.50

The Catholic Elementary School Library: A Symposium . . Catholic U. \$2.00

Teacher-Librarian Handbook by Mary Peacock Douglas. American Library Association, 520

Michigan Aug. Chicago. \$1.25

N. Michigan Ave., Chicago. \$1.25

#### Weeding

Weeding the Library. Illinois State Library. Free

#### Book Mending

Bookcraft by Donald M. Kidd. Gaylord Bros. Demcobind. Demco Library Supplies. Free

#### Book Selection

Children's Catalog. H. W. Wilson Co., 950-972 University Ave., New York 52, N. Y. \$6
500 Books for Children by Nora E. Beust. U. S.

Office of Education, Bulletin 11. Supt. of Documents, Washington, D. C. 15 cents

Aid to Book Selection for Elementary School
Libraries. Ill. State Library and the Dept. of

Public Instruction. Free Children's Bookshelf. Children's Bureau, U. S. Dept. of Labor, Washington, D. C. 10 cents

Horn Book. Magazine devoted to children's

books. Horn Book Inc., 264 Boylston St., Boston 16, Mass. Bimo. \$2.50 Wilson Library Bulletin. H. W. Wilson Co.,

Mo. \$1

#### Catholic

Catholic Authors, Past and Present, Junior Edition. George N. Shuster, 4701 S. Grand Blvd., St. Louis 11, Mo. 40 cents

Classified List of Library Books for the Ele-mentary Grades. Scott, Foresman & Co., 623-33 S. Wabash Ave., Chicago 5, Ill. 24 cents

Reading List for Catholics by Catholic Library Assn. America Press, 53 Park Ave., New York City. 25 cents. For adults has "Young Peoples Section'

Supplement to above. Catholic Library Asso-

ciation, Box 631, Scranton, Pa.

Traffic Lights by Mary Kiely, Pro Parvulis
Book Club, Empire State Bldg., New York City,

Junior Books; national magazine devoted to reviews of books for Catholic Youth. Brothers of the Congregation of Holy Cross, Notre Dame,

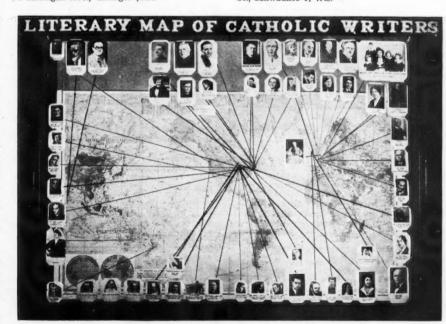
Ind. Bimo. \$1.50
Catholic Library World. Catholic Library Association. Mo. \$3

Catholic Periodicals

Pro Parvulis Book Club, Empire State Bldg., Subs. \$10 for 6 books and Herald

#### Some Catholic Publishers and Bookshops

The Bruce Publishing Co., 540 N. Milwaukee St., Milwaukee 1, Wis.



A 1944 Catholic Book Week Project at Sacred Heart School, Appleton, Wis.



Christ Our King

Gedge C. Harmon

Sheed and Ward, 63 Fifth Ave., New York 3,

P J. Kenedy & Sons, 12 Barclay St., New York 8, N. Y.

Benziger Bros., 205 W. Washington St., Chicago 6, Ill.

B. Herder Book Co., 15-17 S. Broadway St.,

St. Louis 2, Mo. Frederick Pustet Co., Inc., 436 Main Street, Cincinnati, Ohio

Catholic Book & Supply Company, South Mil-

waukee, Wis.
Catechetical Guild, 128 E. 10th St., St. Paul 1. Minn.

St. Anthony's Guild, 508 Marshall St., Paterson 3, N. I.

Newman Book Shop, Box 150, Westminster, Md.

Thomas More Book Shop, 22 W. Monroe St.,

Chicago, Ill.
St. Benet Library and Book Shop, 31 E. Congress St., Chicago, Ill.
Guild Studio and Book Shop, 204 S. Kedzie

Ave., Chicago, Ill. John Daleiden, 1530 N. Sedgwick St., Chicago,

Lawrence Daleiden, 218 W. Madison St., Chicago, Ill.

#### Reference Books

#### Dictionaries

Webster's Elementary Dictionary. American Book Co., 360 N. Michigan Ave., Chicago Thorndyke-Century Junior Dictionary. Scott,

Foresman & Co. Picture Dictionary for Small Children. Grosset & Dunlap, 1107 Broadway, New York 10, N. Y. Webster's New International Dictionary, G. & Merriam Co., 47 Federal St., Springfield 2,

Mass New Catholic Dictionary. Univ. Know. Foundation or Concise Cath. Dictionary by Broderick. The Bruce Pub. Co., \$2

#### Encyclopedias

Compton's Pictured Enc. F. E. Compton & Co.,

1000 N. Dearborn St.

World Book of Organized Knowledge in Story and Picture Form. The Quarrie Corporation, 35 E. Wacker Drive, Chicago

New Champlin Enc. for Young Folks. Henry Holt & Co., 2626 Prairie Ave.

Britannica Junior. Sears Roebuck & Co. Catholic Encyclopedia. Universal Knowledge Foundation

#### Biography

Hundred Saints by a Religious of the Holy Child of Jesus. Frederick Pustet Co., Inc., 436 Main St., Cincinnati 1, Ohio Lives of Saints by Butler

Twenty-One Saints by Croft. The Bruce Publishing Co.

Through the Lane of Stars by Sister M. Eleanore. D. Appleton-Century Co., 35 W. 32nd St., New York 1, N. Y.

God's Heroes by Lahey. Ave Maria Press, Notre Dame, Indiana

God's Heroines by Husslein. The Bruce Publishing Co. Junior Book of Authors by S. J. Kunitz and

M. Haycroft. Wilson

#### Poetry

Our Holidays in Poetry by Carnegie Library School. Wilson

Home Book of Verse for Young Folks by B. E. Stevenson. Holt

Catholic Anthology by Thos. Walsh. The Macmillan Co.

Come Hither by Walter DeLaMare. Alfred A. Knopf, 501 Madison Ave., New York 22, N. Y. Silver Pennies series by Blanche J. Thompson. Macmillan

#### Religion

Holy Bible (Douay Version) The Question Box by B. L. Conway. Paulist Press, 401 W. 59th St., N. Y. 19

J. P. Coodde's School Atlas. Rand McNally Co., 536 S. Clark St., Chicago 5, Ill.

#### How to Use the Library

The Children's Book on How to Use Books and Libraries by Carolyn Mott and Leo B. Baisden. Charles Scribner's Sons. \$1.25

How to Use the Library. Gaylord Bros. How to Use the Library. Quarrie Corporation

Timeless Topics. (To counteract comics.) Catechetical Guild. 50 cents

#### A SERVICE TO EDUCATION

Catholic Action, the monthly publication of Massachusetts Ave., N. W., Washington 5, D. C., announces for the present school year a continuation of its Catholic Student Programs Service in a series of monthly articles outlining specific topics for study. Articles announced by Henry P. Lefebure writing in the August issue

September: The Method: Catholic Action. Its meaning, purpose, and need. Recommendations. October: The School: Training Ground. Prin-

ciples of education. Progressivism and the Catholic school. Better education.

November: The Confraternity Helps Parish. Status of religious education. The Catholic program. Need for the Confraternity. Suggestions.

December: Youth in the Parish. Problems of work for youth. Kinds of organizations. Suggestions to parish societies.

January: Words at Work. The lay apostolate.

Press, broadcasting, street preaching.
February: The Goal of World Peace. Un-

finished problems of the peace. What Catholic organizations can do.

March: "Living Stones": The Lay Apostolate. The role of the laity. How to assist the pastor and co-operate.

April: A Just Social Order. Why the Church is concerned about the social order. What local societies can do.

The main cause of the present indifference and torpor, as well as of the very serious evils that flow from it, is to be found in the prevailing ignorance about divine things.

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Vain, indeed, would it be to expect one to perform the duties of a Christian who does not know them. - Pope Pius X.

## The Classification and Promotion of Pupils

Sister M. Edward, O.S.F., M.A. \*

THE current trend of classification and promotion of pupils in the Catholic elementary school of the traditional organization might appear to be the same as it was in 1840, yet with specialized techniques of a highly trained personnel, advances are evident as shown by consulting the recordings of pupil-accounting systems. The graded plan, with its rigid classification based upon age and achievement evolved from the simple, yet most flexible form, of classification as found in the oneroom school which usually included six or eight years of instruction. Instruction is composed of well-planned, graded material and is divided into units of one year. From an economical standpoint the practice of half or quarter grades is almost universally not found in the parochial school system. In theory, however, each individual spends a year in each sub-division advancing regularly from the preprimer through the elementary years.

As long as the elementary-school population was carefully selected and children not able to profit by mass instruction dropped out without any fear of school compulsory laws this rigid graded system was reasonably satisfactory. With the twentieth century having run almost half of its course, however, the Catholic educator has not neglected to realize that the rigid graded system with a one-way curriculum adjusted to somewhat higher than average mental capacity could not be adapted to all children. Other aspects of learning including provisions for individual differences are not entirely new concepts of the educational

process.

Current concepts emphasize the physical, social, emotional, and spiritual as well as the intellectual aspects of the learning process in the Catholic parochial school. A flexible method of classification and instruction as opposed to a one-way plan long has been considered a primary instructional need. Sewing, handcrafts, and art, the physical education program, the much rehearsed dramatic work, the specialized training in church singing and the preparation of an acolyte which taught him the proper decorum in church liturgy have enlarged a true cultural background for Catholic youth for years.

#### Informal Ability Groupings

The training of an acolyte or a chorister certainly increased flexibility where a solution of the problem of individual differences is concerned. The choir boys and the sewing class proved to be informal homogeneous groupings within the grade, and yet this initial segregation based upon presumptive capacity, achievement, or a combination of the two might result into a formal classification as a specialized group particularly in city schools.

Those of you who are familiar with the terminology of ability groupings as the Batavia plan for retarded pupils, the Publo plan whose classifications are within the same group, or perhaps the Dalton plan of complete individualization based upon a one-way subject-matter curriculum, with social activities subordinate to subject-matter learning, cannot recognize the individualization in the Catholic school when applied to these special groups.

\*Our Lady of Lourdes School, Indianapolis, Ind.

The attempt to adjust activities to individual differences within the graded system are not necessarily handicapped by the conventional promotional pattern. The attitude of the teacher and the school may well-nigh envision and accept the essential aspects of personal development in spite of the fact that provision for a series of reclassification for learning, play, and social participation are not formally given. However, the writer can recall a special group of rural-school girls who prided themselves in being handmaids of the Blessed Sacrament every Friday noon not only in the spiritual sense but also in a physical one. According to their special capacity for motor control and dexterity in the use of broom, dust mop, and dust cloths they were being trained in a very useful occupation of cleaning the interior of their house of worship, the village church. When lawn fetes or social bazaars were held, the boys took pride in bringing in the fruit of their labors from the orchard or vegetable garden. Their special course in agriculture prepared them for this. The raising of a pig or two fed by the refuse of the school cafeteria proved a problem in economics, for from the sale of the hogs war bonds were purchased at the end of the school term. Activities of the 4H clubs or the C.Y.O. are extracurricular, but, it is the co-operation and interest of the teachers that motivated many a project.

The Gifted Child

The real purpose for the enrichment of the curriculum or provision for the exceptionally bright pupil lies in the planning of activities which challenge the pupil's interest and capacity. These provisions should include a wide variety of experiences which are not practicable in the regular class. The children should be given opportunities to develop initiative and independence of thought climaxed with the realization of being a leader in their community. Little organizations as hobby clubs or civics clubs are ideal channels for these objectives; however, if egotism is allowed to take root through unwise supervision the most vital of these purposes will be utterly defeated. The gifted child should be given every opportunity to lead and help others who are less bright; however, with careful supervision egotism on the part of the superior child easily can be corrected.

St. Thomas Aquinas quotes the great teacher St. Paul with the words: "To know avails little or nothing unto virtue." He would say

in another way that

"First, we must know humbly and without any inflation of the ego; next, we must know soberly and not presume too much on our knowledge; then our knowledge must be sure and certain and without hesitation; our knowledge must be true knowledge and not mixed with error; we must know in all simplicity and not for purposes of guile and deception; our knowledge must be a healthy knowledge, which it will be if it is rooted in love and charity; our knowledge must be useful unto edification; it must be a liberal knowledge, in the sense that we gladly communicate it to others; and, lastly, it must be an efficacious knowledge, the kind of knowledge which can be put to work."1

#### Principles of Promotion

A threefold problem presents itself when considering the promotion of pupils. First, the best possible adjustment for each individual pupil; second, the welfare of all other pupils and social fairness; and third, whether targe groups can be instructed together economically

and with advantage.

Just as it is impossible to secure accurate data concerning the number of pupils retarded from grade to grade in the public school, it probably is just as difficult to obtain the real extent of failures in the nonpublic school, especially on the elementary-school level. From most of the studies that are available, however, promotion practices indicate that industrious, conscientious pupils in regular attendance are not denied promotion, since assignments are usually differentiated toward flexibility in pupil capacity. The contributing factors for promotion as social maturity, physical maturity, age, intelligence, and attitudes-along with achievement in subject matter-are the determinates for retardation also. The teacher, of all consultants, is the best qualified to decide who is to repeat the grade. She will base her opinion on data from tests and careful study as to whether the pupil will profit more by remaining in the present grade.

The procedures for promotion should be somewhat uniform in a particular school system. A definite set of factors should be agreed upon, which will be considered by each teacher of the system, because criteria for promotion must take into consideration the curriculum offerings of the next grade as to flexibility of its organization, its courses of study, and its methods. It is the duty of the next teacher to accept properly promoted pupils and adapt the work to fit their needs. These procedures demand continuous analysis and study of the cumulative records. If teachers were aware of the importance of this the pupil case history would be scrupulously kept and studied. Guesswork and conjecture would be reduced to a minimum when the first report cards are issued if teachers would work for a refinement of procedure obtained by accepting the evaluation of the previous teacher, provided uniform factors agreed upon were followed. Although there may be exceptions, the results of data of the previous recordings certainly are more accurate than none at all.

Trial Promotion

Who should decide trial promotion in the parochial school? Undoubtedly each case should be carefully studied in the light of future merits. The teacher, principal, pastor, and the parent should share in the analysis of the case. If not unanimous the decision should be at least three to one, whatever the opinion. In general, the wise pastor and principal will cast their vote with the teachers; however, they should fully share the responsibility. The decision should be pointed out to the parent and pupil as the combined, if not unanimous, decision of the school authorities.

If the teacher is confident that advanced

<sup>1</sup>Johnson, George, Ph.D., The Activity Curriculum in the Light of Catholic Principles. Reprint from the February, 1941, issue of The Catholic Educational Review.

work can be carried on, the pupil should be given the chance. If, however, the teacher is certain that failure and disappointment will result, then all should unite in the decision to have the pupil repeat the work needed for promotion. Since it is not usually possible in the parochial school for a pupil to repeat the subject failed in, it is better to consider trial promotion for the very fact that old material is not interesting. A trial promotion is often the solution of a "personality clash" which may occur between teacher and pupil. A change of teachers has often been the inspiration towards better work. Trial promotions usually keep a pupil within his age group, which appeals to a pupil's desire to go on with his classmates. It is sometimes objected that

teachers in the next grade are reluctant to demote pupils promoted on trial. This may account for the fact that children promoted on trial usually remain, in spite of inferior work. Is this not the fault of supervision rather than of administration? When trial promotions are particularly followed up they generally prove successful. It is the lack of personal touch that frequently ruins trial promotions.

#### Conclusion

As long as promotions in the elementary Catholic school are by grade and not by subject, there always will remain a problem of pupil-adjustment. From a standpoint of economy, the annual promotion is inevitably the most desirable; however, the ideal setup would

be semiannual promotion which favors the most important consideration—pupil adjustment. Too much time has been wasted already on the retarded. The time has come to consider the mentally alert more. It has been said that the gifted child is a potential problem child. All children are a problem but studies prove that dealings and procedures with the gifted are not as well defined and organized as are the realizations and procedures for the average child. Mindful of the primary objective of Catholic education, the salvation of immortal souls, the ability to get along with others characterized by wholesome and constructive leadership in a dynamic social order make for edifying citizenship on this earth to be culminated with equal citizenship in heaven.

## Should I Advise a Career in Music?

## Kathryn Sanders Rieder\*

FTEN teachers are asked by parents: "Do you think my child should make a career of music?" Most teachers hesitate to suggest that they have a budding musical genius in their class. The facts are that if a child possesses marked ability in even three of the musical traits he is literally one in a million. Should he, by some miracle, possess all seven (and it is a question whether such a complete musician ever lived), he is one in 100,000,000,000,000,000!

There are as few children with genius for music as for any other school subject. Though expressed in various ways, the basic fundamental traits include: discrimination in pitch, time, rhythm, consonance, intensity, and tonal memory. These traits are known to be inherited and not acquired. They exist independently of each other, making each child's ability unique. The combinations and degrees of the traits appearance vary widely.

#### Varieties of Talent

For example, many children sing little tunes of their own from babyhood, forgetting them as soon as they are finished. Other children remember them and ask to be taught to write them. Mozart could remember the difference of an eighth of a tone from one day to the next. Some children have a perfect sense of rhythm but are unable to sing in tune. All sorts of traits appear and condition the child's present and future in music.

Consider the case of Beethoven, unquestionably one of the greatest musicians who ever lived. He absorbed new music with lightning speed. He never forgot music, he could remember themes, phrases, and developments he had discarded years before. His symbolic thinking with musical signs was flawless. His hand-ear dexterity (as shown by his marvelous skill at improvisation) has never been equaled. All his energy centered on music.

He recovered from physical shock, even deafness, with tremendous vigor. Nothing could keep him from his creative work. He was defeated in love, but he poured his romantic feeling into his music. Everything that happened to him became a part of his music. He once expressed it in this way: "I am the

Bacchus who presses for humanity the delicious wine of life."

Yet this master of all the intricacies of rhythm in writing and playing them, could not learn to dance. In Vienna he took dancing lessons, in order to appear to better advantage in the salons where he was invited to play. But he was unable to learn. He remained awkward and clumsy in all his body movements.

#### Scientific Tests

Today the child interested in music has tests to aid him in deciding how far he can go with music. It is no longer necessary or sensible to go through the expensive process of waiting to see how the child's lessons will result. By having his musical ability measured half the handicaps he faces can be

For the question is not: "Does he possess musical talent?" but "How much?" Though children benefit, most conservatories find it pays to require entrants to take these musical aptitude tests. They show in which group the student belongs, what degree of proficiency he can hope to develop, and whether he is assigned to the correct instrument for him.

One bassoon player reached college age developing considerable ability, but still unable to play perfectly in tune. He was denied membership in the most skilled group. A test was given. He had an inferior sense of pitch which would never permit him to master the instrument. Had this test been given when he was a child many years might have been saved.

Tests sometimes perform the valuable service of discovering unnoticed ability. Many times a child is not thought musical because he is a poor singer. These tests often discover marked musical ability and set the child studying an instrument for which he is suited, such as piano, drums, or other instruments not demanding a keen sense of pitch.

Many musical-aptitude tests are in use. One of the most widely used is recorded on six records. Each one measures one musical trait. The tests must be given by a school psychologist or a trained musician to have any value. The manual and method of scoring are planned to make the test simple to give and to score, but, if careless methods are used, the child is given a false evaluation.

The test measures only the most fundamental traits of the musical mind. They measure what it is in him to be. They are not concerned with his progress. They are planned with regard to intelligence, training, and age. They are scientific, for they are fundamental, measuring basic traits, but making no effort to furnish a complete picture of his attainment. They may do much to explain the child's achievement or lack of it.

The test for pitch discrimination ranges from 30 vibrations to one half a vibration. In 100 trials the child decides whether the second tone of the pair is higher or lower than the first heard.

The intensity-discrimination test asks the child to decide whether the second tone is louder or softer than the first. In the 100 trials there is great range in the differences to be judged.

Time discrimination gives the child the problem of telling whether the second interval is longer or shorter than the first. In the 100 trials the time intervals will vary from 1 to 1.2 seconds.

In consonance discrimination he decides from their smoothness, blending, and purity whether the second tone is better than or inferior to the first.

In tonal memory the child hears the original pattern of tones in two-tone patterns, or three or six. One note is changed as the pattern is repeated. The child must tell which tone is changed.

Rhythmic discrimination asks the child to tell whether the second rhythmic pattern is the same as or different from the first.

With this test scored the child will be accurately rated on all basic traits. If found weak on rhythm, he would not waste time on the drums. If tonal memory was poor, he would do well to think of organ playing where his notes can be before him, if other traits make this a good choice. All sorts of adjustments can be made in the choice of the type of music he shall study.

#### Music and Intelligence

As for the problem of the connection of musical ability and intelligence, we know that it often exists with superior intelligence and often without it. The case of Blind Tom, the



Negro pianist, is nearly always mentioned. Though called by many an idiot and requiring the closest care, he was a musical prodigy. His concerts were the talk of the country. Toward the end of his career, he was said to have 7000 selections in his repertory though he had never seen a note in his life. But it does not prove that musical ability often accompanies low general intelligence; more often it is the opposite. That many musicians are not well informed in other lines and thus appear less intelligent is often due to the spe-

cialization required of them to develop their skill, rather than the lack of mental ability to learn.

#### A Matter of Industry

The test is only the beginning of the matter. Having found that there is a difference in children, we expect a difference in the musical results they receive. Yet the difference is at times wider than the tests would lead us to expect. Some children of marked ability are not interested in studying music. Others

of average ability are tremendously interested and through their industry they attain more than could be expected.

Many an artist performer has made these compensations. There is no doubt that Paderewski's great ability was developed to its high order because of his unfailing industry. His musical memory was inferior. Yet he played his music over so frequently and with such determination, that, by continued reinforcement of the mental impression, he attained the result he intended.

So, although these qualifications must be made, the tests do show in what direction talent lies and to what extent it can be developed.

#### Results of Tests

One school reported its success after using these tests ten years. They considered it in the first place because the school had several hundred instruments to lend to the pupils and they wanted to place them where they would do the most good. They had much trouble with children having to return them because they could not learn to play the instrument.

Teachers who had been assigning the instruments were quite doubtful about the value of the tests. Still they had to admit that there was room for improvement. In the ten years that followed the introduction of the tests, about 25,000 pupils were tested. The turn-over in instruments, estimated in the most conservative way, showed an improvement of 50 per cent in favor of the tests.

Far fewer instruments were called in because of unsatisfactory progress on the part of the pupil. Though the teachers did add their personal judgment as to the child's interest, and industry, this had been done before. An interesting sidelight was discovered in the fact that the test findings were much the same as the estimates of the best music teachers. They were not the same as the estimates of most teachers however.

The tests were not given to keep the less talented from having music. It is known that we progress in any line when the difficulty is adjusted to our learning ability. If the material is too easy, we lose interest. If it is too hard, we become discouraged. Pupils were grouped with those of similar attainment, those with little ability receiving music training in secondary or recreational groups. Those who were able to meet more difficult standards were given more training and held to higher standards.

Before setting out on any course of study for the child, it is wise to advise parents to measure his musical ability. It will cost only a fraction of the amount the instrument and years of lessons would cost. It will keep the child from struggling for years on an instrument he can never master. He will know whether his enthusiasm for a musical career is based on a sound foundation.

Any good conservatory can give this test, and it takes so much of the guesswork out of the parents' problem of seeking to offer him the advantages he should have. Caution parents not to be misled by the well-meaning amateur. All sorts of wonder-working tests are springing up. Only a scientifically prepared, and conducted, and rated test can measure accurately. But if parents have decided to offer their child the advantage of musical training, tell them your best advice is that they streamline their approach by first taking his musical measurement.

## The CATHOLIC SCHOOL JOURNAL

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#### Classroom Dishonesty

The Yale report on religion makes a very significant comment on dishonesty in classrooms. In fact, "the sharp increase in the amount of classroom dishonesty" is one reason for the report. It is significant for us that in a report made a few years ago in the College Department of the National Catholic Educational Association, a similar phenomenon was noted by Father Cunningham, and, if my recollection serves me correctly, it included a few members of religious orders.

The Yale report makes a suggestion of reducing classroom dishonesty that indicates it is not really dishonesty at all. It is just ignorance.

The suggestion of the report is that provision should be made to teach what original work is and what constitutes proper documentation. Certainly would prevent the handing in by students of work that is just "lifted" without any reference or citation. I had a naïve student once who later compiled a textbook, who in class papers copied pages of materials from various sources and whose intellectual activity extended to changing every "he" to "she."

In any case, the suggestion is an admirable one and ought to be taught in all colleges and included in the basic English course. There is no reason why the instruction could not be effectively given in high schools. - E. A. F.

#### Religion or Intellectual and Moral Anarchy

A New York Times news story on page 1 in August, 1945, has this headline: "Yale is urged to stress religion as curb on intellectual anarchy." The reference was to a report of a Yale committee appointed by President Seymour a year before to study the role that religion should play in the University. The Chaplain of Yale University in commending the report says, "I don't think that any university in this country can be neutral as far as religion is concerned."

The report, judging from the newspaper summary, suggests:

1. A strong department of religion at Yale to develop greater spiritual and ethical values among the student body

2. Religion may help to stem the drift toward moral and intellectual anarchy. 3. Religion may correct the aimlessness

and lack of purpose of institutions. 4. A department of religion should be organized in the graduate school with a psychologist, anthropologist, historian, specialist in the Jewish tradition and in Islam, a modern linguist, and a philosopher of religion.

5. Religion must become a force in the individual life, and a wider range of courses in religion offered.

6. The influence of religion in men's lives should be studied.

"Religion," says the report, "is so important an aspect of human life that no university is doing its duty toward young men which does not offer the best obtainable instruction in the field." Many Catholic institutions may take that sentence to heart, and re-examine its curriculum, its textbooks in religion, and the quality of its teaching. A thorough knowledge of theology is only one qualification of the good teacher of religion.

There will be much in this report that Catholics will not agree with, and there are some fundamental aspects of religion in men's lives about which this committee could learn much from the Encyclical on the Christian Education of Youth. But the report is significant for its willingness to bring to the foreground the whole issue of religion in men's lives and in universities. The spirit of the report is generally good, but in the summaries available there is a little too much of the spirit of religion as knowledge instead of a transforming influence in the life of the individual.

We are giving this preliminary summary of the Yale and of the Harvard report in order to direct attention to them early in this year, to urge you to note these tendencies, to study these reports, and to prepare you for what we shall say later about these. - E. A. F.

#### A Fundamental Problem

The very able president of Dartmouth University, Ernest M. Hopkins, makes a statement that is very likely to be misunderstood, but recognizes a fundamental situation. Some striking sentences from his remarkable statement about the limitation of the number of Jews admitted at Dartmouth College follows:

"I should not be willing to see the proportion of the Jews in the College so greatly increased as to arouse widespread resentment and develop widespread preju-

dice in our own family."

"Dartmouth is a Christian college founded for the Christianization of its students."

"I think that thing (anti-Semitism) is a definite possibility in this country."

"I would not for anything forego the representation of Jewish boys that enroll year by year at Dartmouth."

"I think if you were to let Dartmouth become predominantly Jewish, it would lose its attraction for the Jews."

President Hopkins' policies are based on his experience in Germany after 1919 and on Stephen Roberts' The House that Hitler Built, quoting specifically the domination of the professions by Jews out of all proportion to their numbers.

There is no doubt that a social order must provide the opportunity for the development of latent capacity, and it is distinctly a social loss where such talent is undeveloped or misspent. We do not understand the problem and consequently no social means has been provided to meet it adequately. The scope and nature of the

problem is as old as Plato's Republic, and it seems to me, its best modern expression is in Lester Ward's Applied Sociology. For Catholic institutions this presents a

serious problem. If they are achieving the purpose of their foundation, they are training people to live in this modern technological society, with everything including atomic bombs, in accordance with the Catholic world view, where action is in accord with faith. President Hopkins' statement that Dartmouth is a Christian college designed for the Christianization of its students is relevant here. This is a problem of educational objective, and it has specific ramifications into the selection of subject matter, the problem of indoctrination, and every detail of educational method, curriculum, and even organization, such as admission of students.

Here is a fundamental problem for all educational institutions. It is a fundamental problem of education. It is a fundamental problem of social dynamics. It is a fundamental problem of the nature of religion itself. — E. A. F.

> FIRE-PREVENTION WEEK October 7-13 Check School and Home for Fire Hazards

2:5

## Fundamental Concepts in High-School Mathematics Brother Cyprian Luke, 3.S.C. \*

ROTHER Felix John has given us a rather detailed list of the objectives of mathematics, in general, and of high school mathematics in particular. He has spread out before us, in kaleidoscopic fashion, nearly all of the purposes which can be kept in mind while teaching mathematics. As mathematics teachers probably we shall do one of two things: either choose among these objectives those which appeal to our temperament and our ability, thus neglecting the others which are recognizably worthwhile—or endeavor to scatter our attention over the broad field of objectives hoping, in the end, to attain some of them.

Confronted with an exhaustive, yet worth while, list of objectives, the mathematics teacher might feel much like one of our novices, face to face with the detailed, yet helpful, collection of practices which are to aid him in acquiring the spirit of faith. And just as the novice, in pursuit of the shining goal, begins with the most obvious of the practices: carrying the New Testament about his person and passing no day without reading a part thereof, so the mathematics teacher begins with the most practical of the objectives: teaching the mechanical techniques of his subject and passing no day without covering more subject matter. However, without pursuing the analogy further, we might say that often this procedure ends in futility, that is, in futility as far as actually teaching the pupil some basically useful mathematical notions which will last beyond graduation.

#### Mathematics Is Singular

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An apparently superficial observation is that a primary objective of high school mathematics is to teach the pupil what mathematics is. He will not arrive at this conception merely by knowing some of the mechanical operations of arithmetic, algebra, geometry, or trigonometry. One of the fundamental misunderstandings of the subject is, that, at the end of the process, the high school graduate is convinced that mathematics is, in truth, a plural noun, in spite of the best efforts of the English teacher. Now, just as the novice is helped immensely in his efforts when he realizes what the spirit of faith is, and what it purposes to do, so the mathematics teacher will, it seems to me, keep in touch with most of the objectives if he has an understanding of the nature and fundamental concepts of his subject, viz., its postulational and symbolic nature, and its fundamental concepts of the variable quantity, of algebraic form, and of the generalized form. By continually holding before the pupil's mathematical eye these elementary ideas of postulate, symbol, variable, and form the teacher can hope to achieve some lasting mathematical education.

Strictly speaking, that is speaking from definition, mathematics purposes to do only three things: (1) starting with postulates, to evolve deductions by the use of the axioms; (2) to investigate the consistency of the set of postulates; (3) to examine the postulates for redundancy. Of course the scope of high school mathematics covers only the first of these three functions, viz., to make deductions from the postulated statements; and, though the pupil cannot realize the logic of the method when he is first confronted with the postulates at the beginning of his algebra and geometry texts, he should, in the end, carry away some understanding of the deductive nature of mathematics. In this way, mathematics will appear as something of one piece—a conception which is of importance in understanding the nature of the subject.

#### Teach Meaning of Deduction

Euclidean geometry is the commonly known and accepted example of a faultless deductive process, and its value in the curriculum depends on its self-contained power to teach the pupil a pattern of valid reasoning. This objective will be attained best when the teacher consciously directs and helps the pupil to examine the nature of the proofs given, that is to say, to examine the various types of reasoning used in arriving at stated conclusions. Many of the theorems in geometry can be known intuitively or proved experimentally. This is often a handicap when the purpose is to teach a formal demonstrative geometry. Here the teacher must not fail to call attention to the superiority of the deductive over the inductive method of reasoning. As an illustration, by direct measurement the theorem regarding the equality of the opposite angles of an isosceles triangle can be proved within any desired degree of accuracy, but the logical deductive method of proof beats the instrument every time, and so illustrates the superiority of pure mental process over empirical measurement.

#### Early Theorems Too Obvious

It has been the conviction of many that geometry has been far less effective than it should be because many of the early theorems seem too obvious to inspire much interest on their own account and often the method of

From a Drawing by Darlene Lammers, Trinity High School, Hartington, Nebr. The original was in colors.

proof used-particularly that of superposition -seem too unnatural and awkward to awaken much enthusiasm for the deductive method of reasoning. The early impression of the pupil is that the deductive method is a hard way of making simple things complicated. It seems that no harm would be done if some of the early theorems were postulated-for example, the three congruent triangle propositions. This would in no way impair the validity of the geometric process, but would allow the teacher to advance more rapidly to the more useful and more beautiful of the theorems. In this way the pupil will not feel that the theorems "brought about by the very soul and essence of method, have, in truth, the whole air of intuition." (The Murders in the Rue Morgue).

#### Understand Mathematical Symbolism

High school mathematics should aim to give some understanding of the utility and beauty of mathematical symbolism because, often, its almost wreckless use makes of mathematics a difficult and mysterious science. Professor Whitehead remarks in his Introduction to Mathematics, "Civilization advances by extending the number of important operations which we can perform without thinking about them." In mathematics it is the symbol notation which equips us to perform these many important operations. Algebra, for instance, saves mental labor at a stupendous rate. The pupil understands this when he realizes how powerful is the tool which can effect the addition, say, of the first ten thousand numbers, in a few seconds time, without committing them to paper. Or, to give an easier, but more important illustration, we can take the symbol for zero, the most powerful thing in the world, for "wherever American materiel is being used on the global battlefronts, it owes its existence to the fact that the American Congress shifted its appropriation figures one place to the left. . . . There is dynamite inside that little cipher in the twelfth place." tional Mathematics Monthly, Vol. XIX, No. 5.)

Further, the wide variety of the applications of the symbolism must be stressed. Standard algebra texts choose their applications and illustrations from the traditional clock problems, mixture problems, etc.; the physics teacher may prefer to choose his from the engineering field where the relationships which are to be translated into algebraic symbolism are those of physical laws. From the viewpoint taken in this discussion, it does not matter from which field the applications are taken. Mathematically speaking, the important thing is that the pupil comes to realize that mathematics is powerful because it can reduce the discussion of many difficult problems to a few simple algebraic forms which can be handled mechanically.

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#### Understand Generalization

The spirit of generalization of the algebraic method must also be insisted upon. Understanding the literal coefficient, the general linear and quadratic forms, the binomial expansion, the nature of the periodic function,

\*De La Salle College, Washington, D. C. This paper is a discussion of a formal paper on objectives in teaching mathematics, read by Brother Felix John, F.S.C., at the Christian Brother's Educational Conference, held last summer at Ocean City, N. J.

etc., ultimately serves the mathematical interests of the pupil better than any number of particular illustrations. Any topic in elementary mathematics which cannot be generalized serves no lasting purpose because it is mathematically trivial. As an illustration: "Two minor examples of series, arithmetic and geometric, are considered in most algebra texts; these examples are important because they are the simplest examples of the important general theory of series. But, if the general ideas are never disclosed, the examples then exemplify nothing, and hence are reduced to silly trivialities." (Whitehead: Introduction to Mathematics.)

Briefly, we might say that by teaching thoroughly a few fundamental ideas, disentangled from a maze of technical procedures, we can best attain the general cultural objective of mathematics which has been described as "giving an appreciation of mathematics as a mode of thought, as an ideal of perfection in form and expression." The cultural value of mathematics lies primarily in understanding the nature of the subject rather than in mastering its techniques. The technician need not take offence at this. No less an authority than Prof. Whitehead has written: "The reason for the failure of the science to live up to its reputation is that its fundamental ideas are not explained to the student. . . . Without a doubt, technical facility is a first requisite for valuable mental activity. . . . In this sense there is no royal road to learning. But it is equally an error to confine attention to technical processes, excluding consideration of general ideas. Here lies the road to varying quality. Aside from the fact that this has been condemned by the Federal Trade Commission as an unfair trade practice, there are other dangers in the plan:

are other dangers in the plan:

1. Since the set of books in question is offered as a gift to the school, the school authorities are apt not to investigate its standing as carefully as they would if they were purchasing it. Second- and third-rate reference tools may therefore be given to the students both in the school and at home. We should be providing the best.

2. If the books in question are without merit, the principal or teacher of the school loses prestige as an educational adviser to which her position entitles her. Proper respect suffers and, in some cases, real resentment has been felt by the parents.

3. The people in the community or parish may not be given the opportunity to see other books and judge as to their comparative merits, since salesmen of companies which do not use this "15 for 1" plan and sell their merchandise on merit alone find it impossible to compete with the salesman who assumes the questionable role of philanthropist.

#### Consult Authorities

There are excellent reference books. The best should be in the school library and in the home. It is easy for the prospective purchaser to determine what is best. Let him or her call the public library for an opinion, check the files of Subscription Books Bulletin' for reviews, or seek the advice of an experienced school librarian or the superintendent of schools. In other words, the same care should be exercised in the selection and purchase of subscription books as is exercised in selecting and purchasing a car. "Ask the man who owns one" is not quite enough. "Ask the man who uses one" is a better guide. Most book salesmen are excellent people; we can learn much from them, and they can be of real service to our schools. But be on the alert when salesmen promise "gifts" in exchange for endorsements; when they offer bargains for a limited time. Take the time to investigate the real merit of the books. Good salesmen of good merchandise welcome in-vestigation; the other kind lose interest in you and your school quite suddenly at the suggestion. They move on rapidly to the next on the "sucker" list.

## How is Your Sales Resistance Today?

Rev. James J. Kortendick, S.S. \*

During the earlier part of this summer I happened to meet in rapid succession about a half dozen school principles and school librarians who asked about the value of certain subscription books which they had recently received as gifts from salesmen.

#### Gifts from Salesmen

The thought of possible gifts of books makes the heart of a librarian skip a beat but "gifts from salesmen" should cause a reflex action of the tongue toward cheek. Was it possible that the old racket of the "giveaway" plan condemned as fraud and decep-tion by the Supreme Court of the United States on November 8, 1937, was still being operated or that some variation of the giveaway plan was being used? When I discovered a few days later that a family very close to me had been talked into buying a set of encyclopedias of doubtful value (with premium books, reference service, yearbooks, etc., tossed into the "bargain") on the plea that a free set of the encyclopedias had been presented to the parish school, I decided to investigate a little further. First of all, the accumulation of books represented as a great bargain, and purchased by my friends, was no bargain at all. The full list price of every article added up to the same or less than the total price paid The time limit under which this "bargain" was offered was a hoax. The "recommendation" quoted as coming from the Sister Superior was a not too clever twisting about of the good lady's expression of gratitude for the gift. It is true that she gave the names of families who had children in her school, in exchange for the "gift," but she certainly didn't realize that they were going to be

#### The Practice Is Unfair

During the summer session at the Catholic University of America, I spoke concerning this matter to many teachers and librarians privately, and to about one hundred in a

public seminar. We discovered that the practices condemned by the Supreme Court and the Federal Trade Commission were still being used not only in one section of the country but rather generally in at least ten widely scattered states.

#### Know What You Buy

Library and educational journals have, from time to time, warned librarians, teachers, and parents against "booklegging," but apparently more warnings are needed. The present campaign is directed chiefly at parents with promises that, if 15 parents will buy the encyclopedia, a set will be given free to the school to which their children go. But school administrators, teachers, and even librarians are also being exploited. The basis of competition in selling encyclopedias should be on the merits of the book, and that is where the best companies keep it, not on the free gifts, which constitute a vicious selling scheme that ought to be fully understood by the public.

#### It Has More Dangers

The "15 for 1" plan is used by a number of book companies for the sale of sets of widely

\*Subscription Books Bulletin, Quarterly. American Library Association, Chicago, Ill., \$1 per year.



We Harvest Our Garden

- Gedge C. Harmon

<sup>\*</sup>Reference librarian, Catholic University of America, Washington 17, D. C.

## Aids in Selecting Books for the Elementary Library Sister M. Celeste, O.P. \*

MONG the most necessary items of equipment in the library of an elementary school is the collection of books and pamphlets consulted when selecting books. The books in a good library are not chosen at random or by guess but they are selected with care, and thought is given to the needs of all users of the library. For this reason, up-to-date and authoritative tools for the purpose of selection are as necessary in a small library where the budget consists of small amounts spent at varying intervals, as in a large library that makes large quantity purchases annually. These tools for book selection are many and varied. ranging from the large Children's Catalog to the single and stray brochures and publishers' notices of new books.

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#### Who and How in Selection

Before discussing the validity of this material for selection purposes, two points of general procedure may be noted: (1) who should select the books; (2) on what general basis should they be selected? It is obvious that the responsibility for choosing the materials used in an elementary school library, as in any other, is a co-operative one, a joint librarian-teacher activity. The teacher must assist the librarian, not only in making suggestions, but by actual presentation of lists of books, desirable and representative, in the field in which she is working. Further, she must make it her obligation to know the books she recommends, either through unbiased reviews, through her personal reading of the books, or through some other reliable source of information. She should acquaint herself with every phase of the book in question-its format, print, illustrations, etc., as well as its suitability to a particular type of child. In making her selection she should take into consideration the conditions of the times and the geographic area in which the child lives, and supply reading matter to meet these conditions. Her own childhood preferences for certain books, apart from that of the classics, is not a sound standard of judgment in selecting books for the modern child. Today's child must grow in today's environment, and those who supply aids to this growth must recognize the needs and the interests of today. But it may also be noted that the child is not concerned with recency of publication as is the adult; his stimulus to reading is interest. He will read a story if he can grasp the situations and understand why it is that the characters are enjoying themselves so immensely. If he can identify himself with the chief character of the story, the story is a part of his world.

#### Tools for Selection

In addition to knowing the general aspects of book selection, a knowledge of standard and representative lists from which to compile the best books for a particular group is important. Fortunately, librarians have long recognized the need for just such aids and have produced the best selected and the most com-

plete list of general books for elementary school age-the Children's Catalog. This excellent tool has been designated by authorities on children's reading as the "best bibliography of the best books for children in the English language." Part I is arranged in dictionary form, making for ease in finding the desired titles. All entries again appear in Part II, the classified section; in both instances, the grade range is indicated, which should be a helpful feature of selection. In its sixth edition, the catalog contains some 4200 titles, 910 of which have analytical entries. The fact that the catalog has gone through six editions since 1910 should recommend it as a useful tool; for, librarians, as a class, are not known to keep useless tools alive. Another commendable fact is that Miss Siri Andrews, its compiler, has had long and varied experience in library work with children. The scope of the catalog is such that it covers the Catholic elementary school library's buying program in every field except that of religion. There are some 220 doublestarred titles, suggestive for first purchase; and 1100 single-starred titles, those very desirable. Taken as a whole, it is reliable as a selection aid in those fields not distinctly of a religious character. For a small library with limited funds, two things should be considered before purchasing this tool: it is expensive, even when secured at the minimum service rate; the absence of distinctly religious titles would make supplementing of Catholic lists a necessity.

For those libraries that are unable or unwilling to make the outlay for the Children's Catalog a good foundation list is New Worlds To Live, a catalog of books for boys and girls. This is a well selected and annotated bibliography with the age range of reading indicated for each entry. The selection is built around the fact that "the story is the font of inspiration" and its use offers assurance of proper development if the story is of high moral and spiritual tone, and if the medium through

which it is portrayed is attractive. Such books can "pull the heartstrings and move the will" to deeds that are good and lives that are wholesome. Used conjointly with Traffic Lights, New Worlds To Live forms a good basic approach to book selection for the small Catholic elementary school library. A Reading List For Catholics, another fine beginning of bringing to the fore the best that there is in reading, contains a Young People's section made on the selective basis that reading is a "powerful medium for the attainment of knowledge and love of God"

Another list that is equally helpful for wide use, but presents a grouping of specialized books, is a bibliography entitled *Character Formation Through Books: a Bibliography*. Prepared by Miss Clara J. Kircher as the outgrowth of a piece of research work carried on by Dr. Thomas Vernor Moore, O.S.B., it is much more limited in scope than the foregoing lists. The entries are representative of the books comprising the children's library at the Child Center of the Catholic University of America, but the compilation should be serviceable also as an aid to book selection in any school library. The titles included range from primary through high-school reading ability and interest level, touching every conceivable type of behavior problem. There are some 240 titles included, each with analytical notations. A special designation is used for books of particular Catholic interest.

To supplement the regularly issued publications, a valuable source of information concerning books is that collection of brochures and advertising matter announcing new and forthcoming books. Although these are issued with an eye to the sales scale, in the hands of a teacher or librarian familiar with the literature of this type, they can be used with profit for book selection. Of particular interest are the catalogs of The Bruce Publishing Company and of Sheed and Ward. These catalogs present excellent evaluation of chil-



Catholic Book Week in 1944. Sacred Heart Academy, Mt. Pleasant, Mich.

## World Brotherhood-The Junior Red Cross Way

Ruth Reninga \*

dren's books and choice can be made from the data they supply. THE CATHOLIC SCHOOL JOURNAL presents an annual book number with helpful and fine suggestions, and then there are the state lists of varying degrees of interest and merit for Catholic school libraries. Subject Index to Books for Primary Grades, compiled by Miss Eloise Rue is another very useful aid in selecting books for grades 1-3. Its best feature is the inclusion of picture books, song books, handicraft books, and easy stories. For a complete review see THE CATH-OLIC SCHOOL JOURNAL, April, 1943, p. 125.

A very praiseworthy venture in bringing to the fore the many fine juveniles now finding their way into print is Junior Books. This is a magazine devoted to reviews of books suitable to our Catholic youth and ought to find its way to these boys and girls, as well as to every teacher interested in children's reading. Judging from the inclusions made in the issues thus far printed, the magazine reviews only books that can be recommended without qualifications. This is the most commendable feature from the standpoint of child use. The choice of titles covers a wide range of interest and knowledge; the reviews are objective and written with sufficient verve to interest the young reader.

The foregoing suggestions are not an exhaustive study of the best that there is in aids to book selection, but they are offered here merely as a summary evaluation of a few avenues that may lead to building better elementary-school library collections. Whether or not the best is chosen depends, in a large measure, upon the critical standard of those responsible for the choice.

For the convenience of readers a bibliography of aids mentioned is appended.

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Classified List of Library Books for the Elementary Grades. Scott, Foresman & Co., 623-36

S. Wabash Ave., Chicago 5, Ill. 24 cents.
Consult current and back issues of such Catholic Magazines as: America, The Ave Maria,
The Sign, Catholic Literary World, and The CATHOLIC SCHOOL JOURNAL.

TT STARTED as a thank-you note—in fact, several thank-you notes; then heartwarming letters of appreciation were addedin fact, hundreds of letters of appreciation; and occasionally an impulsive correspondent would insert a snapshot of himself, his pet dog, his own little garden plot, or a famous landmark in his town. Such was the informal inception of the Junior Red Cross correspondence albums. The album series was begun following World War I, when the American Junior Red Cross sent food and clothing to children who were victims of the European war. The many appreciative thank-you letters received were answered by the Junior Red Cross members, and friendships which knew no boundary lines were established between children of many lands.

#### International Correspondence

In order that the interesting, entertaining, and educational letters might be shared, this international exchange of letters evolved into an international exchange of correspondence albums, an organized project of the Junior Red Cross. In both word and deed the members of the Junior Red Cross were prominent in promoting international good will, striving in every way to help lay the cornerstone of cultural understanding in the foundation of future world peace. Unfortunately, conflicting political and economic forces temporarily postponed building upon that foundation when the destructive forces of World War II were sud-

#### Practical Relief Work

As history began to repeat itself, the American Junior Red Cross began repeating its mission of mercy, sending gift boxes of both

countries. Purchased by the American Junior Red Cross National Children's Fund, medical kits valued at \$87,000 were sent to schools in Yugoslavia, Greece, Belgium, and other countries. Each kit, large enough to serve 400 children, contained such articles as soap, gauze, scissors, aspirin, boric acid, thermometers, and adhesive plaster. And only last June, emergency medical supplies for 800,000 children in France and 200,000 children in Belgium were shipped by the Junior Red Cross, while in August, 4000 more medical kits were sent to aid 1,600,000 children in Italy, Greece, Yugoslavia, and Norway.

Gay stuffed animals, chubby dimpled dolls, and colorful scrapbooks assembled, sewed,

practical supplies and decorative toys, as well

as medical chests, to the children in ravaged

and painted by the deft hands of thousands of Junior Red Cross members were shipped to the toyless and joyless children of Europe to brighten their playtime hours. Plans are well under way now to make two more gift-box shipments overseas, one this month (October) and the other in March. This gesture of good will from the Junior Red Cross will play a significant role in the rehabilitation of many war-nurtured European children. Little things, taken for granted in America, are needed by them as they return to their classroomspencils, erasers, crayons, notebooks, soap, toothbrushes and toothpaste, handkerchiefs, tops, marbles, puzzles, and various other items to make their school and playtime hours more pleasant. Eager to be of service to their European friends, members of the Junior Red Cross societies in Latin America, Greenland, Iceland, Eire, Puerto Rico, and the Virgin Islands, who during the past few years have received gift boxes from the United States, urged that all boxes packed in the United States this school year be sent to children in Europe.

\*Public Information Bureau, American Red Cross, Midwestern Area, St. Louis, Mo.



These Junior Red Cross Workers in North Hollywood Junior High School, North Hollywood, California, Are Making Articles for Hospitals and Wounded Soldiers.



This Little Girl at Kensington School, Great Neck, Long Island, N. Y., Is Making Table Favors for Soldiers' Entertainments.

#### A Parochial-School Project

The Junior Red Cross members in the parochial schools in St. Paul, Minn., are working to Build World Friendship Through Understanding" through their annual gift-box project and international correspondence. Last fall they filled 615 Junior Red Cross gift boxes for children in war-devastated countries as tokens of good will and friendship from American children. Said Father Connole, chairman of the St. Paul Junior Red Cross, "Letters received by our schools from children in war-torn countries who have received our gift boxes tell us of their need for friendship and love and their appreciation in being remembered by our boys and girls. The filling and sending of the boxes by our boys and girls, and the receiving of these letters from the recipients have an important place in our school life and are an important factor in building the friendship between nations which is so much needed

#### An Appreciation

A letter recently received from England, a sample of thousands of its kind, bears out this same feeling. It comes from the Beech Hill Nursery, which is supported by the National Children's Fund, in thanks for the nursery-rhyme pictures painted by Junior Red Cross members in this country. It says in part, "Mrs. Downs has been here today and brought us the lovely pictures that the American Junior Red Cross has painted and sent to us. They are 'really lovely; the children who painted them must be real artists. I feel very touched to think of what they have done for us and the thought they must have given it. It forges a link between us, and I only wish we could do something for them..."

#### International Friendship

New material for the correspondence-album series is being written every day. It is being written, for example, by the Junior Red Cross students in Lakeside School, Duluth, Minn.,

who have made an intercultural survey of the nationalities, religions, and occupational groups represented in their school. Items for display, movies of children of other lands, and related books were made available to all students. After holding a "Brotherhood Week," in which the classes discussed their various surveys and projects, they submitted the following report: "There was developed an awareness that, regardless of surface differences such as race, color, or creed, there are essential likenesses, and that environment and economic conditions are determining factors in racial customs."

It is being fostered by members of the Southeastern Pennsylvania Chapter in Philadelphia who have established a Junior Red Cross International Understanding Committee to promote maximum use of the Junior Red Cross program in its international aspects and to study and develop school projects which will further international understanding.

It is being written by the Junior Red Cross girls who served so capably at the United Nations conference in San Francisco.

New projects such as these enriched interest in national and international cultural and intercultural affairs on the part of Junior Red Cross members, stimulated curiosity created by the increased flow of letters to American children from children of other countries—all this gives promise of future thought-provoking correspondence albums, high in interest value and the promotion of good feeling.

and the promotion of good feeling.

Commended by the United States Office of Education as the official channel through which boys and girls could best take part in educational rehabilitation, projects for children abroad, the American Junior Red Cross is helping to lay the foundation for better world understanding, with the ultimate objective of "peace on earth to men of good will."

## This Problem of Discipline

Sister Noel Marie, C.S.J. \*

T'S all in the way you look at it," may be a flippant way of avoiding an argument or it may be a bit of sound philosophy. To whom, more than to a teacher, does this word of wisdom apply? Our entire lives as teachers are guided by the way we look at it—and at our pupils. Who is a "born teacher" but one who has the proper perspective, who has learned to live and who wants to show others what she has learned.

Sometimes I think that the world is divided into those who advertise and those who endure advertising. If teachers feel no necessity for belonging to the first category, they can still learn a few lessons from the psychology of these overworked individuals. To them, their product is the best on the market, and you, the customer, are the most important person of their acquaintance. Their particular commodity was designed just for your betterment, and they have nothing but your interest at heart. Just think of the products that we have to sell! But, do we sell them? Not in an extreme manner, of course, but are we personally convinced that ours is important work, that our students are even more important, and that teaching should be a delight and not a drudgery? Dale Carnegie could have titled his book, "How to Win Friends and Influence Students" but perhaps he, like many others, has accepted the comic-strip version of the "old-maid school teacher" with a chip on her shoulder and a washboard

Often, the error of the beginning teacher is that, fortified by the advice to "Go in like a lion and you can come out like a lamb," she expects the worst and so she finds it. Wouldn't kinder advice be, "Don't confuse student conduct with the students themselves"? It's just a pedagogical interpretation of our Lord's injunction to hate the sin and not the sinner. If a student feels that you like him even while you are condemning his actions, his reaction is entirely in your favor. Here, your outlook makes all the difference between a reproof and an insult.

\*College of St. Rose, Albany, N. Y.

A certain objective viewpoint when dealing with disciplinary problems causes them to lose much of their formidableness. Your problems are not new ones nor are they your personal failures. As the old cartoon used to say, "It happens in the best of regulated families." If you don't look for trouble by nagging or by giving way to anger, the atmosphere of your classroom will be much more pleasant. Everybody's attention will be focused on doing good work. Some teachers confuse their dignity with an invincible rightness. Woe betide the hapless student who calls their attention to a mistake! Even in the classroom it is well for the teacher to remember that a little humility goes a long way.

Perhaps in this test-conscious age someone will develop a K.Q. (Kindness Quotient) and with it a test that can be administered to all prospective teachers. This would serve to eliminate the small percentage of teachers who have a completely calloused disregard of student feelings. To them, children are not people. They are either targets for their ill humor or merely furnishings in the classroom. They feel that children should be seen and not heard, so self-confidence fairly melts under their acid glances. After all, school is for students not teachers, and no subject is so important that a slow pupil should be humiliated for his lack of response.

Modern youth is wont to call out gaily "Have fun!" It doesn't sound like appropriate advice to teachers, but many problems would be solved if we did fulfill that wish. Enjoy yourself. Give your imagination a little exercise. Be happy. Of course, we religious teachers have the advantage here. Contrary to the belief of the uninitiated, our lives are not so somber as our robes. Since our motives are supernatural, the problems and trials of a teacher's life are lightened. Enthusiasm based on our high ideals should make the days fly. We often remind ourselves with St. Francis de Sales that "a sad saint would be a sorry saint." And, as I said before, "It's all in the way you look at it."

## Practical Aids for the Teacher

## Character Through Science

Sister M. Fabian, O.P. \*

We agree that the purpose of our schools is to train youth so that he will be and act the Catholic Christian in all life's situations. To attain this objective it is not enough to impart knowledge of the principles of good conduct. We must give the youth training and facility in applying these principles to the conditions

under which they live.

Man has three fundamental relations in life his relation to God, to his fellow man, and to the purely material creation. To God, he has the relation of creature to Creator, of redeemed to Redeemer, of a member of Christ's Mystical Body to the Head. Among men, he is a member of society-in the home, in the school, in the office, in the factory, on the farm, or wherever his avocation places him, with a complicated series of duties, obligations, rights, and privileges implied in each of these relations. Toward the irrational creatures, he is owner and user, producer or caretaker. These relations furnish the concrete practical problems which must be solved in our day-to-day living.

To aid the pupils in solving these problems successfully, we must offer them opportunity to become familiar with Christian principles, to form accurate judgments, and to establish

habits of right conduct.

#### Cultivate Natural Virtues

To aid in establishing desirable habits we appeal to all the natural motives that can sway human conduct such as honor, love, duty, culture, chivalry, sportsmanship, and social esteem. In addition to these, we appeal to distinctly supernatural motives which ultimately come to: "Love and fear of God."

There is good reason to believe that the most effective character training, given in schools, is accomplished in the ordinary curricular activities. It is the aim of this paper to suggest some of the opportunities secondary-school science offers for acquiring facility in the application of Christian principles to life's

problems.

Since the natural virtues are the basis upon which the supernatural virtues must be built we begin with the natural virtues. The fact that an adequate laboratory must be neat and orderly, to facilitate the work done there, offers opportunity for each individual "to learn a place for everything and to have everything Those who use the material and in its place." apparatus should be required to replace them in the proper order and place, thus developing a habit of orderliness and acquiring a sense of responsibility. The youth is not slow to notice that orderly, well-cared for equipment is an aid to successful accomplishment and that personal gratification springs from the knowledge of work well done, while carelessness results in failure and humiliates one before his classmates.

In group work, if others are inconvenienced or the work obstructed by one's neglect, the disapproval of classmates is the natural punishment which often serves as an effective check on carelessness.

#### Learn By Doing

The boy or girl who is given care of plants or animals in a laboratory has ample opportunity to learn the value of careful observation and to acquire a sense of responsibility. Highschool boys and girls are, as a rule, interested in the activities of living things and enjoy watching them grow and develop. If they neglect to discharge the responsibility entailed by the care of them, they can see the results of such neglect in a withered plant, or a sick and drooping animal. On the contrary, faithful care gives the gratification and joy of working with beautiful plants and wide-awake, active animals.

The child learns from experience the added interest one has in a thing he helps to produce and does not want that thing abused, misused, or neglected. It takes only a little tact and effort on the part of the teacher to suggest that God is, as it were, looking over our shoulders, to see what we are doing with the

things He has given for our use.

The care of living specimens requires the cultivation of habits of close and purposeful observations of natural objects and surroundings. The knowledge thus gained leads to a practical grasp of one's environment, gives an appreciative interest which aids one in carrying out with initiative, self-reliance, and method the work demanded of him, thus making him a better citizen.

A child may be unable to offer much by way of a brilliant recitation in class, yet be able to make a piece of equipment such as a chart or animal cage, and he is happy to see it used and appreciated. Thus may his self-respect be sustained and his desire for social approval gratified in a way to stimulate a more active

interest in his work.

In the collection and preparation of materials for science classes, there are many opportunities for boys and girls to work in groups. In this group work they learn by experience the advantages of co-operation and are enabled to appreciate the talent and contribution of their classmates.

#### Learn Accuracy

If these collections, charts, and preparations are to have any scientific value the work must be accurate, exact, neat, and orderly in arrangement. All this offers opportunity for exercising careful observation, truthful reporting of facts, correct judgment, and the patience and perseverance necessary to complete such work. The preparation of materials gives one an appreciation of the work and care expended by others on the equipment provided for us. Such appreciation may go a long way toward inculcating respect for property.

Another advantage of group work is that in working closely with others one has opportunity to develop habits of tolerance, unselfishness, and self-control. Frequently pupils are

assigned to work with those whose disposition and manner are trying. The success of a specified task may depend largely on how tactfully they manage such a situation and so gain valuable experience for meeting similar situations in later life.

#### A Demonstration

Health study gives many potent occasions for dealing with questions and problems vital to teen-age youth. The following simple demonstration is an effective way of showing some of the undesirable effects of alcohol:

Place a teaspoonful of oil in some water, stir the mixture; the oil does not dissolve; then place a spoonful of oil in an equal volume of alcohol and stir the oil until it dissolves. This point applies to each cell of the body which is surrounded by an oily protective layer—the lymph tissue. As the blood stream flows through the body, it picks up the alcohol, carrying it to the cells where it dissolves the protective covering—thus opening the cell and exposing it to the attack of any harmful organisms that may be present at the time.

A similar test may be made with alcohol, water, and sugar demonstrating that sugar is not soluble in alcohol. A further step is taken by use of an ordinary pond frog. Allow the frog to remain in the schoolroom for a few days. Provide it with a pan of water in which it can partially immerse itself. It will do nicely. When ready for the experiment put the frog in a 5-per cent or 10-per cent solution of alcohol allowing the class to watch for results. After a few minutes, the frog begins to act queerly and soon grows limp and loses consciousness. The children assume it is dead. Quickly remove it from the alcohol to prevent drowning; place it in clear water allowing the class to watch it revive. The frog was drunk, since it absorbs liquids rapidly through its porous skin. The boys and girls will be slow to forget the effect of alcohol on the frog. This vicarious experience is a more forceful lesson than much talking.

The discussion of organs and function offers timely occasion to bring out the principle that the higher the function of an organ or organism the more serious its abuse. For instance, nearly all the lower animals manifest feeling or sensation but not all have eyes or can see. A slight abuse of the skin, the organ of feeling, may result in inconvenience but of no great consequence, while a grain of sand or a cinder in your eye causes serious distress. If the study of function has established the correct conception of lower to higher function, the pupils will sense the application of the principle and use it in solving many practical

problems.

The field trips furnish rich and varied opportunities for the cultivation of aesthetic tastes. They enable the youth to become acquainted with the facts of nature, appreciate her beauties, and realize her wonders. This type of appreciation enkindles a feeling of sympathy for all living things, including a broad human sympathy, and so may correct a tendency to destructiveness, and vandalism in parks, yards, or along the country road. Those who possess an abiding love of nature have a source of soothing wholesome recreation which may serve as a surcease in the storms of life and help to bring the courage and inspiration necessary for a successful life.

<sup>\*</sup>Holy Trinity High School, Bloomington, Ill.

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I know of no better place than a chemistry laboratory for one to learn by experience that dishonesty and mistakes, even in little things, are costly. The chemistry students who are dishonest or inaccurate in measurements or in labeling materials usually suffer costly defeat in results. It may be by way of broken apparatus, ruined clothing, or bodily injury. In doing analytic work the laws governing chemical behavior must be accurately observed in order to obtain adequate results. Obedience to law is the fundamental principle in nature which has enabled us to use so many of our natural resources and develop so many synthetic products.

One learning to use a microscope and make his own mounts acquires a new conception of the importance of little things and becomes acquainted with myriad forms of life and beauty in the common things of his environment. He learns that life in bacteria, protozoa, geranium, worm, and man is not essentially the same; that a human being is essentially different from all other forms of life, that in the lowly creatures beneath man we see the footprints of God but by knowing man we

see the image of God.

#### The Mysterious

The study of electricity brings one to a realization that there are many things beyond our comprehension or understanding. know much about electricity and many of the things for what it can be used; we know not what it is. And who has the temerity to say that he has mastered radio waves? These intangible things surround us on all sides, yet we walk through them unawares unless our instruments are properly attuned. This is an opportune time to draw the youth's attention to the idea that in life we are unconsciously surrounded by the supernatural and will miss the strength, comfort, and joy which may well be ours unless we keep our lives attuned to the spiritual.

The study of astronomy, even in such an elementary fashion as indicated in our generalscience books, gives opportunity for children to become acquainted with the law and order manifest in the movement of the heavenly bodies. The accurate prediction of an eclipse, as to its time and place years in advance of its occurrence, is impressive evidence of obe-

dience to natural law.

The necessity of law is quite apparent if one considers what might happen should two planets collide; or our earth suddenly cease to move. If law is necessary for lifeless objects, surely obedience has a place in the universe and those who cannot or will not obey, are to say the least not helpful.

Further, the existence of a law implies a law giver which is one natural argument for the existence of a Supreme Being and since something does not spring from nothing, there must be a Creator. A few evenings studying the stars will give new meaning to the Psalmist's words, "The heavens proclaim the glory of God."

Through a study of high-school science, many find leisure-time activities interesting enough to wean them from the movie craze or the so-called funnies.

I once had a group of high-school boys and girls so interested in taking, developing, and enlarging snapshots that they used most of their leisure time and spending money following this hobby.



Representing 30,000,000 American school children, two students from the District of Columbia made the official Schools-at-War report for the past school year to President Truman as Commander in Chief of all the Armed Forces. Since September, 1944, 19,814 planes, jeeps, ambulances, landing craft, etc., have been sent into action bearing the War Bond sponsorship panel of schools.

Some may be attracted by garden projects, raising of rabbits or carrier pigeons, fish culture, constructing motors or other such devices, taxidermy, insect collections, etc. These hobbies encourage originality and habits of thinking and may serve to awaken the spark of scholarship so sadly dormant or ignored in our machine age.

#### The Teacher's Opportunity

Laboratory work is of necessity more informal than that of the ordinary classroom. This informality offers opportunity for more personal contact of pupil and teacher, which frequently leads to the revelation of the individual traits and problems of the child. The teacher who uses tact and skill in kindly suggestions for the solution of the student's personal difficulties and bestows honest, sincere appreciation of his efforts, wins the child's confidence, and promotes his happiness; this opens the door to effective personal guidance, boosts his morale, and promotes his initiative.

Our schools are on trial before the bar of public opinion and will be judged by what they produce. It is our former pupils who must justify our existence if we are to continue. The theological virtues lie within, so are not manifest to the public eye. Natural virtue is our point of contact with those outside of the Church. Virtue is like the skill of a surgeon, it comes by practice. And exercise on rough ground is most conducive to its growth.

The "service through science" idea may help to establish a tangible motive for the child's effort. Many of our current magazines contain suggestive articles capable of awakening the youth's interest. The life stories of great scientists such as Pasteur, Gregory Mendel, and Fabre help our children to appreciate the fact that every successful person finds life is not a goblet to be drained but a chalice to be filled. Each such person decided on some phase of a subject he wished to understand and then concentrated his efforts on that one phase, not counting the cost of success.

#### The Paragon of Nature

If we stand in awe and admiration before some intricate machine and many of the life forms or natural phenomena revealed in the world about us, why not consider the marvelous structure and adaptation of the human body which makes it a fit instrument for the use of an immortal soul and so deserving of our honor, respect, and reverence. Further, the activity of the lower life forms is controlled by instinct, that of man by reason. That reason and free will enable us to cooperate with God's grace, live like men, and so attain our final destiny as members of Christ's Mystical Body.

Character is an individual thing and cannot be imparted to others by any set method. It is the teacher's ingenuity, tact, and person-

ality that counts most.

If these suggestions have helped in any small way to make your teaching easier or more fruitful, my purpose has been accomplished.

#### FIRE-PREVENTION WEEK October 7-13

Write to: National Fire-Protection Association, 60 Batterymarch St., Boston 10, Mass., for a Handbook for Observing Fire-Prevention Week.

## A Book-Week Panel

### Sister M. Michaelinda, O.P. \*

The objective of this activity is to assist in piloting adolescent reading toward the true, the good, and the wholesome by means of a well-appreciated reading program.

CHAIRMAN: The meeting will please come to order. We have met here today to discuss the origin and purpose of Book Week and to show the students of Fowler High School the pleasures and advantages of the book habit.

Alvin, will you please start the discussion?
ALVIN: Book Week originated, more than a decade ago, in the mind of Franklin K. Matthiew, chief librarian of the Boy Scouts of America. He, in turn, interested other librarians in the idea of devoting a particular seven-day period of each year to stressing books for boys and stemming illiteracy.

JIM: But, Alvin, Book Week is not con-

fined to boys alone?

ALVIN: Not now, but originally it was. Mr. Matthiew was unable to show just cause for excluding the girls and it became Children's Book Week. Before long the new idea met with such a hearty welcome not only from children, but also from grown-ups, that Children's Book Week has become plain Book Week and is nationally observed from Nov. 4 to Nov. 10 this year.

THELMA: Book Week alone will not solve the problem of illiteracy.

MILDRED: It is not intended that it should, although it goes a long way in that direction.

One way is this. Many of us fail to realize the value of books. Great men like Charles Kingsley certainly knew how to appreciate them. In speaking of books he says, "Except a living man, there is nothing more wonderful than a book." He goes on to say, "We ought to reverence books, to look at them as useful and mighty. If they are good and true, whether they are about religion or politics, farming, trade, or medicine; they are the message of Christ . . . the teacher of truth, which He has put into the heart of some man to speak that he may tell us what is good for our spirits, for our bodies, for our country.

CHAIRMAN: Mildred, your splendid quotation on the evaluation of books raises this question in my mind . . . What do you think is the proper way of choosing a book?

JIM: This is of highest importance. One way is to permit yourself to be guided by parents, experienced librarians, and teachers. They know the world is full of cheap books, therefore they are very cautious in providing only wholesome ones. In this way boys and girls will acquire a taste for the better books and dislike the worthless.

ALVIN: A good book can keep a boy or girl on the right track. Many a man owes his position in the world today to the fact that he found better company in a book than he could find on the street.

MILDRED: Books cannot entirely take the place of companions. Can they?

ALVIN: Not entirely, but it is through books, not companions, that a youth climbs and the boy or girl that has only his companions will never go very far. You see, books

assure one of companions at all times, of something to do at all times.

CHAIRMAN: I think it was Macauley who said, "I would rather be a poor man in a garret with plenty of books than a king who did not love reading."

THELMA: It seems to me that two things are necessary in reading. I love to read just for the fun I get out of it, just for the companions I meet in my reading. Then again, I read for information I need. I suppose this would be termed "reflective reading." Then I seem to follow Coleridge's advice in which he says, "Force yourself to reflect on what you read, paragraph by paragraph."

CHAIRMAN: I belong to the class "who read just for the fun of reading." Have you stopped to think that fiction is peopled with characters like yourself or at least beings that we hope to resemble in time. They are doing what we all would like to do. Good fiction is attractive; it has the heroine or hero doing and experiencing something real . . . it is alive and absorbing . . . it is true to life.

Jim: Well, I like to make and do things,

to act and construct. I know what makes machinery go, therefore, I like practical books. My hobby is to extract knowledge from a book on aviation and to apply its principles in my workshop.

MILDRED: I suppose your choice then would be the reflective type. I find a personal pleasure in captivating biographies of famous people because they generally inspire the reader to live heroically. Leonardo da Vinci, by Hubbard, is outstanding. In these biographies I find comradeship with men and women who



Back to School.

were heroes and heroines . . . men and women who made this world a better place in which

ALVIN: The books on vocations have become very fascinating to me ever since statistics and surveys have been omitted. These stories take a person inside the very spirit and field of the occupation in which he has become interested. I think the information gleaned from these career books, as they are called, is more useful than platform lectures from an

CHAIRMAN: Yes, these career books, as well as any other book, are frequently the turning point in the life of a boy or girl. But what about the classics? It seems to me that classics have outlived their time. They do not appeal. Take Deerslayer or The Last of the Mohicans or The Tale of Two Cities. Who of you would sit down to read these classics if they were not given to you in an English assignment?

THELMA: The beauty of a classic does not appeal to one if one cannot re-live the period in which these classics are written.

MILDRED: The appeal comes from the enjoyment of re-living the period in which these classics were written. Modern books breathe the spirit of the present while classics do not.

JIM: Then we should cultivate a taste for the classics.

CHAIRMAN: We must not only cultivate a taste for the classics but for all good reading. Some people take to it naturally, and others do not; but we all can endeavor to promote good reading.

JIM: Mr. Chairman, I adopted the slogan of a past Book Week, "The boy who reads, is the boy who leads," and reading has become for me as much pleasure as eating candy or going to the movies. Take Bamboo to Bombers. by Washburn. Why, I read that book in two days. It is an up-to-the-minute history of aviation. It takes you back to Leonardo da Vinci's first flying machine and the bamboo crates of the Wright Brothers to the gigantic airplane, the U. S. Army's B-19 Bomber. You want to read that. It is something you've always wanted, Alvin.

CHAIRMAN: Did you hear about Dick Hilton in Aviation Cadet, by Henry Lent? This book is full of thrills. It tells how Dick wins his wings down at Pensacola. It's full of official U. S. Navy photos, too.

ALVIN: I like your choice of books, Jim, but I am interested in another field. Thanks to Jerome Schafer.

JIM: How does Jerome enter into your reading program?

ALVIN: Remember the day he used that magnet during algebra. . . the day Sister was presenting equations? Well, I went to the library to find out more about magnets and I came across the most interesting books in science . . . Yates, The Boy's Book of Magnetism is fascinating and plenty of fun. Jerome must have read the chapter on Big Stunts with Little Magnets before algebra that day.

MILDRED: I'm glad that Vanished Island was unknown to me then. If I had met Don Perry before last week I might have met with the same fate as he.

THELMA: What happened to your new fic-

MILDRED: Don was such a mischievous student that he was expelled from school. He got a job on the Mississippi steamboat

Mary Morton and becomes the hero in an exciting cattle-stealing plot. I wish you would

read this book, Thelma.

THELMA: I might, but I find more diversion in books of adventure. Here I meet more delightful companions than I could discover now living on earth if I were lucky enough to possess an Arabian Nights' wishing-mat or airplane. Without leaving my easy chair I travel into realms unknown to the average pupil. Comrades in Snow is of this type. The Citadel of a Hundred Stairways is another. Any good adventure story is alive with facts about people I enjoy meeting. Biographies are my next choice. These are alive with romantic heroes and heroines. My favorite is Lowe's Knight of the Sea.

Thelma: Ever since those new library

books arrived I'm amusing myself by watching the boys and girls parading around with library books tucked under their arms. Our school has never had such interesting material on its

JIM: And it's all due to Mr. Matthiew who had the bright idea of Book Week.

MILDRED: Here is another idea, Mr. Chair-

man. It may not equal Mr. Matthiew's but it is a bright one. Can't we check on the reading our boys and girls have done?

CHAIRMAN: Perhaps we could. As chairman of this discussion and with the permission of the rest of the panel members I would like to pass these slips of paper to the audi-

PANEL MEMBERS [Nod]: Pass them out. CHAIRMAN: At the sound of the gavel kindly sign your name. At the second sound begin to list all the titles and authors of familiar books. You may use the authors and titles mentioned in the discussion. We will give the contestants three minutes to fill in the required information. [Gavel.] Three minutes. [Gavel.] Pass all the papers to the front in each row. At the next sound of the gavel all papers that have been collected will be picked up. The faculty members will act as judges . report the name of the student who has the most titles with complete authors to his credit. In the meantime let us all join Mona at the piano and sing our school song.

The award for having the longest list of complete titles and authors goes to . . .

God, Our King Sister M. Edwin, O.S.B. \*

Scene: In Jim's Home TIME: About 30 minutes LIST OF CHARACTERS: Mr. Smith.. .Iim's dad Mrs. Smith. ....Jim's mother Jim (about 7 years old) Susie, Ruth, Mary, Rose, Kathleen, Jack.....A friend of George (a tough fellow)

#### Act I

Scene: In Jim's Home.

JIM: Daddy, next Monday is my birthday. What am I going to get for my birthday present?

DAD: I haven't really thought about it,

Son. What would you like?

JIM: Will you really get what I want, Dad? DAD: Tell me first what you would like and then we'll see.

JIM: A nice new jackknife. They have some real nice ones down at Smith's hardware. DAD: No, Jim. I'm sorry, but that's one

thing you can't have.

JIM [sulkingly]: I knew I couldn't have what I wanted. I don't think that you love me at all.

DAD: Come here, Son. You mustn't talk that way to your father. I do love you just as God, your heavenly Father, loves you.

JIM: Tell me something about my Father

in heaven, Daddy.

Dad: All right, Jim. God, your Heavenly Father, is the one who made you. He made the world you live in. He made everything and everybody. Our Heavenly Father is King of all the world.

JIM: Did you say "King," Daddy?
DAD: Yes. He is our King and we are all His children.

JIM: We learned in school that the sons of a king were called princes. I must be a prince. \*St. Mary's Convent, Bemidji, Minn.

DAD: That's right, Jim. And all the daughters are called princesses. All princes and princesses should be kind, true, and brave in honor of their King. They should never do anything that He would not like.

JIM: I'll try to be more kind than I have been, Dad. Lots of times, I talk back to you and Mother, and I'm sure the King doesn't like that. I'll try to remember to always be kind, true, and brave.

DAD: That will be fine, Jim. I'm sure that God will be pleased with you. I must run along now, or I'll be late for work. Goodby, Jim. [Exit.]

IIM: Good-by, Dad. [Enter Susie and Ruth.] SUSIE and RUTH: Hey, Jim.

JIM: Hi, Girls.

SUSIE: Say, Jim, did you hear about the awful thing that Jeanie Thompson did? It's something real awful. She stole one of the biggest dolls they have in Clark's store.

JIM: Are you sure that is true? I don't think that Jeanie would do that.

RUTH: Of course, it's true. Everybody's talking about it.

JIM: It's not nice to talk about other people. We should be kind to others. That's what I'm going to do from now on.

You sound like a sissy.

Susie: You sound like a sissy.

Jim: Call me a sissy if you want to, but from now on, I am going to listen to my mother and daddy. Daddy told me that we are all children of God. God is our King, and we are all little princes and princesses.

RUTH: Do you mean that we are princesses? I've always wanted to be a princess. [Enter Mary, Rose, Kathleen, and Eleanor.]

Mary: Say, Susie, we went over to your house to see you, but you weren't home. Your mother told us you were over here.

Susie: We came over to see Jim. He told us something wonderful.

ELEANOR: Won't you tell us, too?

JIM: It's no secret. I was just telling the girls that they were little princesses, and little boys were princes. God is our Father and

our King.
Rose: I knew that God was our Father, but I didn't know that He was our King.

JIM: Daddy told me that God was King of the whole world. All princes and princesses should be kind, and brave, and true. I don't think that we should talk about other people like we were about Jeanie Thompson.

KATHLEEN: That's what we came to tell

you, Susan. They found out it wasn't Jeanie at all who took the doll. It wasn't even stolen. One of the clerks had put it in a different place

in the store.

SUSIE: I'm sorry that I said that about Jeanie. I'll have to try to be more kind.

ROSE: Yes. Sometimes those things aren't even true. Once a boy told my teacher I stole his nickel, and I didn't even see it.

MARY: I have an idea. Let's get together and have a little club, like we have at school I suppose we can call it the Midget Club, because we are small. I'll have my mother make us some banners in honor of our King. Then we'll try to do those things that the King would like us to do. How would you like that?

JIM: That's a good idea! You're pretty smart to think of that.

ELEANOR: When can we start our club? Rose: You'll have to ask Mary that. Her mother is going to make the banners.

MARY: Oh, they'll be ready in just a couple of days. My mother is so fast. She can do things in no time. I think I'll go home now. I'm anxious to tell Mother about it all. Let's be here at Jim's house on Friday again.

CHILDREN: O. K.

Mary: Well, good-by, Jim. Are you coming,

GIRLS: Yes, I think we had better go. Good-by. [Exit.]

JIM [to himself]: This is going to be swell. Just think-a real club!

Knock is heard at the back door.]

IIM: Come in.

Enter George and Jack.]

GEORGE: Hi, Jim. We were just going to the show, and we thought we would stop and see if you would like to go.

JIM: No, not today, George. Who's the

friend?

George: This is Jack Simpson. He lives on the other side of town.

JIM: You better not let Dad see you with the slingshot.

JACK: Look out, little boy, or I'll hit you right in the eye.

JIM: Come on, Jack. Don't be so mean. JACK: I can do lots worse than that. I'm

a tough guy.

Jim: Say, Jack, do you think it's nice to be mean and tough?

JACK: Sure, that's what I like. I like to fight and beat up on guys, and if you don't watch out, I'll beat up on you.

Jim: Jack, would you like to join a club? Jack: A club? What do you mean? JACK: A club? What do you mean? JIM: Would you like to be a prince?

JACK: You're talking silly now. My father's no king.

JIM: No, neither is my father, but I am a prince. God is your King and my King, too. He is King of the whole world.

JACK: Maybe I would like to be in your club. I don't know much about the King you are talking about. You said I could join, didn't you?

JIM: Sure you can, Jack. But you mustn't bring your slingshot along. We are all going to try to be kind to others.

Enter Dad.]

IIM: Hello, Dad. I want you to meet my friend, Jack Simpson.

DAD: How-do-you-do, Son. And what is that you have in your hand?

JACK [tucking it into his pocket]: A sling-

shot. I'm not using it just now.

Dad: Don't you know that you should never use a slingshot? That is much too dangerous for a little boy like you to have. That is almost as bad as a jackknife. Jim wanted one for his birthday, but that is one thing he may not have until he is older.

JIM: I don't feel so badly about not having it now, Daddy. You know what's best for me.

DAD: I'm glad you feel that way about it. Jim. You know, boys, it's the same way with God. He wants us to ask Him for things we need. Sometimes we ask Him for something, and we don't get it. We must not feel that God is not good to us, but we should say, "God knows best." Perhaps what we asked for was not good for us to have, and so God did not give it to us.

GEORGE [getting up to leave]: I'm afraid we had better go, Jack, if we're going to that

JACK: O. K., George, let's go.

JIM: Be sure you're here on Friday for the club meeting.

Boys: We will. Good-by.

JIM: Oh, Daddy, I'm so happy.

DAD: Why, Son?

IIM: You heard me tell the boys about the club meeting Friday night. You see we kids started a club and we are going to be the best kids in the neighborhood, because we're going to do things just to please God, our King.

Mary's mother is going to make banners, and—DAD [interrupting]: Yes, Jim. It all sounds very nice. But it's supper time now, and Dad's hungry. You can tell Mother and me all about it at supper.

JIM: All right, Dad.

#### Act II (3 days later)

Scene: In Jim's home.

JIM: I didn't think Friday would ever come, but at last it's here. I wish those kids would hurry up and come. I can hardly wait.

FATHER: Don't be so excited, Jim. That

won't hurry them up any.

MOTHER: Why don't you sit down and read

a story while you're waiting?

JIM: Oh, I can't do that, Mother, I am too excited. Say, Mother, are you and Daddy princes and princesses too, or is it just little

MOTHER: We are all princes and princesses, because we are children of God, our Father. JIM: Maybe you and Daddy would like to

be in our club, too. MOTHER [laughing]: I think we are a little bit too big for your Midget Club.

Knock is heard at the door.]

MOTHER: Come on in, boys. Jim will be glad to see you.

GEORGE and JACK: Hi there, Jim.

JIM: Hi, boys.

JACK: Are we too late for the meeting? JIM: No, you are the first ones here.

MOTHER: Sit down, boys, and make yourselves at home. It may be some time before the girls come.

GEORGE: I think I hear them now.

[Enter girls carrying banners.]
Boys: Three cheers for the Midget Club! JACK: Aren't the banners pretty?

MOTHER: Did your mother make them,

MARY: Yes, she did, and it didn't take her long at all.

MOTHER: Well, I think Dad and I will go to the kitchen, and leave you by yourselves, besides I have some important business in the kitchen tonight.

JIM: Does that mean that you're going to

make us lunch, Mother? .

MOTHER: Yes, and it won't be anything less than cake and ice cream. After your meeting you can all come out and we'll have a kitchen party.

IIM: You're the dearest mother in the world!

CHILDREN: Three cheers for Mrs. Smith! MARY: Mother made these banners, and she also taught us a little song in honor of our King, but before we sing it for you, boys, we have a special surprise for you.

Boys: Tell us about it.

Mary: We brought another girl with us to join our club. Can you guess who it might be? GEORGE: Lela Kramer?

GIRLS: No.

JIM: Topsy Green?

GIRLS: No.
BOYS: We give up—hurry up and tell us.
MARY: I'll call her. She's waiting on the step outside.

Mary enters with Jeanie Thompson.] Boys: Why, it's Jeanie. Welcome to our

JEANIE: Thank you. It was very kind of

the girls to invite me to join. I think I'll like to be in your club. It sounds so interesting. The girls have told me all about it.

MARY: And now, boys, maybe you would like to hear our song.

JIM: We're ready as soon as you are. [Girls sing.]

#### LITTLE KING, I LOVE YOU

Little King, I love You I love You and adore Come and live within my heart Never, never to depart Little King, O may I Love You more and more.

II Little King, I love You Help me to be good

Kind to father and to mother Teacher, playmate, sister, brother, Little King, I love You Help me to be good.

[Song and music taken from CATHOLIC SCHOOL JOURNAL, January, 1939.]

[At the end of the song, boys clap.] JACK: I would like to learn that, too. George: Maybe Mary could teach it to us some time.

MARY: I'll be glad to, but not tonight. JIM: We'll make the meeting kind of short tonight seeing there is going to be a party. Maybe we will just pick out the leaders.

ELEANOR: You mean a president? JIM: Yes. Whom do you want for president? ROSE: I think Mary would be a good leader.

JACK: I would like to have Jim for president.

JIM: How many want Mary for president? CHILDREN [raising hands]: I do. I do.

JIM [counting]: 1-2-3-4-5. How many want me for president? 1-2-3. Mary will be the president of the club. [Children clap.]

Rose: I'm glad she is president, because she is older, and knows how to do so many

MARY: All right, I'll be the leader. I might ask you for help sometimes. This week let's try to do little things to help people out. That will show that we are kind. We can do little things by helping anybody—our mothers and fathers, or sick people, or anybody.

Rose: We can help old people across the

MARY: That would be very nice. If we do little things like that I am sure that we will please our King.

JIM: Let us say a prayer every day in honor of our King. Now I think it's about time for the party. Everybody follow me, and march to the kitchen. [Curtain.]

#### 2005 EXPLOSIVES IN THE LABORA-TORY DANGEROUS

A warning to all school and home laboratory students that the handling of explosive materials is potentially dangerous even when performed under expert supervision was issued recently by the Institute of Makers of Explosives, an organization of the nation's industrial explosives' manufacturers.

The warning was prompted by recent reports of serious accidents in high-school and home laboratories in which young people making their own explosives have suffered serious injuries and, in several instances, loss of life.

The institute pointed out that although chemicals such as glycerin, nitric acid, sulphur, and potassium chlorate are relatively harmless by themselves, combinations of some of these chemicals are particularly dangerous and can result in an explosion which may cause loss of eyesight, serious burns, or even loss of life.

Even the common mortar and pestle has become a dangerous weapon when used to mix some of the above-mentioned chemicals and others. The grinding and pounding action of the pestle in the mortar has, in several instances, caused the chemical mixture to explode with serious results.

Although chemists working in experimental explosives' laboratories have a wealth of experience to guide them and equipment far superior to that of high-school and home laboratories, they are subject to rigid safety rules.

If the ablest technical men in the field find it necessary to observe such rules, it was pointed out, inexperienced students are running grave risks when they venture into this field of experimentation.

In certain instances only one person can be in the laboratory, which has concrete walls several feet thick, and a thin roof which directs the force of an explosion upwards. A plentiful supply of water is available.

The potential dangers attending each experiment are thoroughly noted in advance and, if an experiment is thought too dangerous, it either is not conducted at all or is conducted by remote control because the safety of the employees at all times is regarded as more important than the experiment.

The institute pointed out that the use of 'glass-stoppered' bottles or even a slight jar to a bottle or vessel containing certain explosives' mixtures is enough to cause an

explosion.

## Every Week a Book Week

#### Sister Therese Marie, R.S.M. \*

One teacher's experience with a weekly library period, replacing the reading lesson for the day, may be helpful to other teachers in the important work of developing leisure-reading tastes and habits. Two years ago the fifth and sixth grade of forty-five children, who were the subject of this experiment, were the average, normal, healthy children to be found in most of our parochial schools.

The first library period revealed that only ten of the children had read anything except "funnies" during vacation time. Of the six children who had library cards, only two had

used them.

Not only did the children know little about books, but moreover, they were not anxious to learn. The boys considered reading a tack for a "sissy." The girls, for the most part, stated emphatically that reading was not fun, but only a "dumb" way to spend time. Ball games, skating, movies, and radio programs were their

favorite and usual pastimes.

A standard reading fest administered late in the first month of school revealed that many of these children had an extremely limited vocabulary, rating far below their class level in silent-reading skills. In the fifth grade, only four children out of twenty-three were able to reach the fifth-grade reading level in both reading and vocabulary achievement. More than half of the class fell to second-grade level, or lower, in vocabulary. Yet most of these boys and girls could read with comparative ease from their basic readers. Nevertheless, they were lost in transferring this skill to other reading. For instance, they stumbled hopelessly in interpreting the history, geography, arithmetic, and other texts, although the texts were of only average difficulty.

"I cannot wait until Book Week in order to

begin a campaign in children's books!" their teacher decided. She further resolved, "I'm going to begin tomorrow, and make every week a book week all year!"

#### Introductions to Books

At reading period the next day the children were asked to have only paper and pencils on their desks. "A test!" they murmured to one another

disgustedly.

It was an agreeable surprise to them, therefore, when their teacher opened an attractive book and began to read. Just when the story had become so exciting that they were all sitting on the edges of their seats in breathless interest, the teacher stopped reading.

"Who wants to know what happens next?"

Everyone, of course, wanted to know, but only one child could have the book-and the rest of the class looked enviously as he walked back to his seat with his new treasure. He promised to finish reading the story quickly so that the other children might have an opportunity to read it also. All of the children who wanted to read the book wrote the name and the author of it on their paper so that they would be sure to get the "right book." Ten books were given out in this way.

These were not just "any" child's book.

They had been selected carefully from classroom and public libraries, each book, as far as possible, for some particular child. Many them were largely pictorial with printed matter far below the fifth-grade reading level. The reason of this selection was to avoid boredom and discouragement by giving them books too hard for them to read or beyond their experiences. Hence, attractive and interesting books which they could read easily aroused enthusiasm and confidence in them-

Wee Gillis, Skookum and Sandy, Billy Butter, and similar titles delighted the children who had read nothing but comic books all summer. Recent books as well as old beloved classics were handed out that week. Francie on the Run, Penrod, Bibi, The Baker's Horse, Heidi, Tom Sawyer, Black Beauty, and many other titles were introduced.

During the four regular reading periods, the basic reading text was used. Dictionary drills, phonics, and other reading skills were given special attention in order to help the poor readers to help themselves, and make the better ones more independent.

#### Talk About Books

Each child subscribed to The Young Catholic Messenger, but alas, at the beginning of the year, very few of the children were able to read it independently. With the help of the reading drills described above, and by using the papers once a week in history and geography periods, they gradually overcame this deficiency. They were truly a jubilant group when, during the second semester, they discovered that they could read the paper without help.

In order to develop joy in reading during the library period, drill work was set aside. The necessary help was freely given to the poorer readers both by their teacher and their more efficient classmates. As the library period was forty minutes in length, there was time not only to read but to discuss the books. The activities within the period were both varied and flexible. Consequently, the children looked forward to it with eagerness. They talked to the class and with one another about the books that they were reading.

Under direction, they learned how to find out who made the pictures in their favorite books, and who wrote the stories which they were enjoying. The Newbery and Caldecott prize books interested them very much, although they often did not agree with the selection honored by the prize.

From week to week, a particular type of book was discussed, such as, good animal stories, good poetry books, stories about our Latin-American neighbors.

"What kind of books will we talk about next week?" they were sure to ask. At first, the teacher had to make suggestions and decisions. But not for long. Her role was soon to help decide from the numerous and clamorous expressions of opinion.

Written book reports, as such, were taboo the first year. Visits to the public library introduced them to various forms of reports. From the beginning, however, most of them kept story notebooks, although this was volun-

tary. These books, which they made for themselves alone, were not to be inspected by the teacher. Frequently, they showed her the drawings and notes which they made for them, however. Most of these notebooks were divided into sections according to subject. A boy's notebook would have, for example, a note like this under the general heading: "Good Animal Stories: Silver Chief by Jack O'Brien. This is a swell story about a dog and a mountie up North. Sister read some of it to us. There are two other Silver Chief books, Silver Chief to the Rescue, and The Return of Silver Chief. Public library has all three

In small groups they visited the library and found the books which they had listed in their notebooks. Thus, they learned to select the worth-while things, and leave the less desirable

books.

Each week they learned more about their book friends. They became acquainted with the wonderful work which The Pro Parvulis Book Club does for them. They examined Catholic magazines and the Catholic "funnies." The lovely pictures in The Christ Child, by the Petershams, and D'Aulaire's The Lord's Prayer delighted them. They voted The Story of the Nativity, which had Masha's lovely golden tinted pictures in it, their idea of the "Most beautiful Picture book."

Kate Seredy's A Tree for Peter was voted their favorite story, although many of them liked other Seredy books better. Several of the children started libraries of their own, and at least eight of them selected A Tree for Peter as the first book. Hilda Van Stockum was another of their favorites, as was Father Brennan. Adventures of Saint Paul was such a favorite that the boys acted part of it for

a language assignment.

#### A Radio Program

When Book Week came, although many deficiencies still existed, the group became book minded to the extent that they planned a special program for the library period. This was patterned after the popular Dr. I. Q. program which is heard on Monday night over many radio stations. One child was chosen to He was called "Doctor I Do Doctor." Read." His helpers and secretaries were chosen from both fifth- and sixth-grade classes. "Portable Microphones" were made at home from old broom sticks, and each child contributed a list of questions which, in his estimation, any child who had listened and taken part in the weekly discussion periods should be able to answer. From these questions, with the help and guidance of the teacher, the Doctor selected the questions which were to be asked during the program. Never did children study harder for any examination than did these children study for their program! It was agreed that no notebooks or notes should be used at the program, and suddenly they discovered that they were not "sure" who wrote "which" book.

As there were no candy bars or other prizes to distribute to the winners, the Doctor gave 'points" for each question, and secretaries kept a record of each child's points on the blackboard. Those having the highest points at the close of the program were given the title of "Literary Quiz Kids."

One of the most exciting parts of the program was the biographical sketch, for which thirty-five points were given to the author, and another thirty-five points to the one who answered it on the first clue.

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As Book Week came early in November, the program was not long nor were the questions difficult. The children were so delighted and enthusiastic over the program that they begged to have more of them. "Dr. I Do Read" programs, from that time on, became a regular part of the reading program. About every two months one was held at library period. They proved an excellent review of the important points discussed at the weekly periods, as well as excellent training in oral composition.

Each time the programs became more interesting and the questions more difficult. After the first program, the "Quiz Kids" took charge of all of the others. This they considered a privilege. Not until the plans were all made, did they meet to discuss them with the teacher. Thus, only about twenty minutes of her time were needed to look over the questions, make suggestions, and approve the plans. True-false questions, which the entire "audience" answered, and tongue twisters, were popular. One minute, extemporaneous speeches on such subjects as, My Favorite Magazines, Why Read Funny Books?, My Favorite Picture Book and Why I Like It, were some of the features which the Quiz Kids planned for the programs. The girls wrote "theme" songs to be sung on their "broadcasts," and these "radio" programs went off as smoothly as though they were really "on the air."

The questions were as varied as the interests of the children and the books which they were learning to enjoy. Sometimes the questions were humorous and gave the children a hearty laugh. One of this type was asked after the class had all enjoyed a picture book called Angle Worms on Toast. Dr. I Do Read asked one fifth grader, "Gentlemen, in what book did a little boy keep asking for meat that isn't rationed and which the boys usually take with them when they go fishing?

Other questions required thought and a knowledge of books and authors. "Suppose you had an aunt who lived out in the country where there was no Catholic school," he asked. "If this aunt sent you a check and wished you to buy some good Catholic books for her children, which books would you buy?

#### A Youthful Adviser

The child who was answering this question thought for a few seconds and then asked, "Please, Doctor, how many cousins have I, and are they boys or girls?"

Doctor deliberated and then answered, "You have a cousin Ann, who is two years older than you, a cousin Joe, who is your own age, Bill is six, and Mary is four. I'll give you five points for every name and author which you give that is of the right age interest.'

The teacher was interested in the selections which this child made. For the oldest girl she selected Heroines of Christ; for the boy her own age, Twenty-One Saints, by Croft; for the six-year-old, Joan Wyndham's Six O'Clock Saints; and for the four-year-old, Petersham's picture book of The Christ Child. Then she added, "If I had money enough, I'd buy The Story of the Nativity, which has those lovely pictures by Masha. It would be for all of them. I'd also like to buy Through the Lane of Stars for their mother to read to them.'

Usually there were questions about books which made geography more interesting. Historical stories which told about the people and the times which they were studying in history were popular, and many questions called forth information about them.

As the children became more familiar with newer books, they wished to write biographical sketches about the authors of these books. At this point they learned how to use Who's Who. The Catholic Who's Who, and other library material such as The Book of Catholic Authors, edited by Romig. They explored magazines, back issues of The Pro Parvulis Herald, and even visited bookstores to obtain information from the jackets of new books.

For two years this reading program was followed. The children who had been tested in the fall of their fifth-grade year, were given a similar but more difficult test in the spring of their sixth-grade year. In the first test, only four children had reached the class level, and in the last test, only four fell below it. Even these four fell only a few months behind their class level, and no one, either in reading or vocabulary, rated below the fifth year. Many of them jumped from a second-grade vocabulary score to a seventh- or eighth-grade rank. Much of this remarkable improvement can be attributed to the reading program.

#### What They Learned

When May came, and with it the last library period, the teacher asked the children to tell her what they had learned from these weekly periods, which they seemed to have enjoyed so much. Some said that they had learned how much fun it was to read good books; others had learned how to use the library. Most of the answers were similar to these two.

One boy stood up and announced gravely, "Sister, I learned how to read!"

"But surely, Dick, you knew how to read when you came to the fifth grade," protested the teacher.

"Oh, yes, I knew how to read some of the words in the reader books, but I couldn't read stories, and I didn't like to read at all," was his honest reply. "I'd never read a whole book through, and I didn't care whether I did or not. But when you started reading all of those good stories to us, I was all excited about what was going to happen next. The other kids who could read could laugh and talk to you about 'em and I couldn't. I just had to learn to read so I could talk in library period. I did, too, and this summer I'm going to read a lot of books."

This confession alone was enough to compensate fully the teacher for any extra energy which these library periods may have caused

In reality, however, there was very little time required to prepare for this activity. The most important part, after the enthusiasm of the class was aroused, was to guide and direct the children to the right books. The poor readers, who in the beginning were directed to "easy reading" books, were not permitted to continue reading "easy" books. Rather, they were encouraged and guided, with the better readers to books less readily absorbed. An effort was made to select books which, while they were giving entertainment, would also develop strength and depth to the character, mind, and soul.

There are many aids for the busy teacher who is anxious to make book lovers out of her readers. Some of them are so inexpensive that every school should have them in the school library. Space would not permit the mentioning of more than a small portion of these numerous aids. Practically all Catholic magazines, from time to time, publish reviews and lists of books suitable for children's leisure

reading. A short list of those aids with which every elementary teacher should be familiar is here given.

#### Book Aids

A. L. A.—N. E. A.—N. C. T. E. Joint Committee, Gretchen Westervelt, chairman, Basic Book Collection for Elementary Grades, 1934 ed.,

Beust, 500 Books for Children, Bulletin, 1939, No. 11, U. S. Office of Education, Washington, . 15 cents.

Wilson Pub. Co., The Children's Catalogue, 6th ed., 1941.

Kiely, Mary, Traffic Lights, Pro Parvulis Book Club, 1941, New York, N. Y. 50 cents.

Kiely, Mary, New Worlds to Live, Pro Par-vulis Book Club. Kircher, Clara, Character Formation Through

Books, Catholic University, 1944.

Louise, Sr. Mary (Comp.), Readings for Pleasure in the Elementary School, 273 Willowghby Ave., Brooklyn, N. Y., 8 booklets, one for each grade.

Wurznurg (Comp.), East, West, North, South in Children's Books, F. W. Flaxon Co., 1939.

#### Magazines

The Herald, Pro Parvulis Book Club, New York, N. Y

America, New York, N. Y.
Catholic School Journal, Bruce Pub. Co., Milwaukee, Wis.

Elementary English Review, Chicago, Ill. Catholic Library World, Scranton, Pa. Wilson Bulletin, H. W. Wilson Co., New York,

New York Times Book Review, New York, N. Y.

Books Mentioned in This Article D'Aulaire, The Lord's Prayer, Catholic ed.,

1934, Doubleday Doran, 1935. Bennett, Richard, Skookum and Sandy, Double-

day Doran, 1935. Clemens, Samuel L., Tom Sawyer, Harper,

Croft, A., Twenty-One Saints, Bruce, 1937. Eleanore, Mother Mary, C.S.C., Through the Lane of Stars, Appleton.

Harder, Billy Butter, Macmillan. Husslein, Heroines of Christ, Bruce, 1939. Kantor, Angle Worms on Toast, Longmans. Knight, Eric, Lassie Come Home, Winston,

Leaf, Munro, Wee Gillis, Viking, 1938. Matthew, Saint, and Luke, Saint, The Christ Child, Illus. by Petershams, Doubleday Doran,

O'Brien, Jack, Silver Chief, Winston, 1933. Raymond, The Story of the Nativity, Illus. by Masha, Random House, 1934.

Seredy, Kate, A Tree for Peter, Viking, 1941. Sewell, Black Beauty, Dodd Mead, 1941 ed. Spyri, Heidi, Ginn, 1927. Stewart, Anna B., Bibi the Baker's Horse, Lip-

Tarkington, Booth, Penrod, reprint, Grosset. Van Stockum, Hilda, Francie on the Run,

Wyndham, Joan, Six O'clock Saints and Adventures of Saint Paul, Sheed and Ward.

#### Children's Literature Test

These questions were asked at one of the Dr. I Do Read programs, described in the article. They are given here as an aid to anyone who might be interested in introducing such a program.

1. In what book does a little boy fly through the air on a magic carpet?

2. Who is sometimes called the "Father of Children's Literature"?

3. Who receives the Newbery Medal? 4. If you had a dream about Winnie-the-Pooh what kind of animal would you be

dreaming about? 5. Can you explain the difference between collective biography and individual biography?

6. Name a good individual biography about some saint-one which we have talked about and read this year.

7. How many good books of collective biog-

raphy about saints can you name?

8. Can you give the name and author of a favorite children's book in which a little redheaded orphan girl goes to live with an old maid and bachelor on a farm in Canada?

9. In what book is a lame boy given a

Christmas tree by a king?

10. Do you know a book which tells about a little boy who lived in Costa Rica, and built a beautiful Christmas crib for his family?

11. In what book does a little South American boy run away from home in order to

save his pet pig?

12. Why are boys and girls foolish if they read nothing but "funny" books?

13. Can you name four Catholic magazines for children?

14. Name a good story about early Cali-

fornia mission life. 15. In what book would you read about these animals: Gub-Gub the pig; Too-Too the owl?

16. To whom is the Caldecott award given?

17. Can you name some Caldecott books and tell the artists who did the pictures?

18. Can you name an exciting adventure story about a family which was shipwrecked on an uninhabited isle near Guinea?

19. In what book does a girl live with her two old-maid aunts, and make her graduation dress out of cheese cloth? Her friend's name is Emma.

20. Now we come to that interesting part of our program known as "The Tongue Twister," which I will say one time only. If you repeat it correctly after me, I will give you 35 points.

"Bibi's some beauty," said Berthe to Billy. "Yes, Bibi is a beauty, Berthe," to her said

21. Name a Catholic book club which selects good stories for us to read.

22. In what book does an Indian chase two boys through a cave, because they saw him with some stolen money?

23. Now, ladies and gentlemen, we are ready for the true-false part of our program in which everyone takes part. Get your pencils ready. I will repeat each statement once.

1. Rip Van Winkle slept 40 years. 2. The best selling book in the world is

the dictionary. 3. Moby Dick was a big whale.

4. The Blockade Runner is a story about the War of 1812.

5. Father Finn wrote animal stories for girls.

6. The "Imprimatur" on a book shows that it is a Catholic book.

Wendy was a giant.

Pinocchio was a marionette.

9. Hans Christian Anderson wrote fairy tales.

10. In An Ear for Uncle Emil, Uncle Emil is an old man.

24. Name a good animal story which has recently been made into a movie.

25. Does More Silver Pennies, by Blanche Thompson, tell about money?

26. Name a good life of our Lord for

27. Name some books which helped you to understand the history of the European countries from which our ancestors came.

28. Can you give us the name of a Catholic

author who gives us interesting stories of Hungary?

29. One of our most favorite authors writes stories about both Holland and Ireland. Can you tell her name, and one story about each country?

30. One of our favorite fairy stories is by a Catholic child. Can you name the book, the author, and the artist who did the pictures?

31. Suppose you wanted to pretend you

were taking a trip to America in 1492. What book would help you?

32. Do you like music? Can you name some good biographies written for children about famous musicians?

33. In what books would you meet the following characters:

a) A little Irish girl who got into trouble getting a gift for her great aunt's one hun-

dredth birthday? b) A big wolf dog who loved his master

very much?

c) A beautiful black horse who had a very eventful life?

d) A little boarding-school student who had a wonderful dream about a Christmas crib?

34. Do you know a story which tells us about some of the beautiful Catholic customs of Czechoslovakia?

35. Name some good books of poetry-especially ones that have Catholic poems in

36. Name several beautiful picture books

and tell us who illustrated them 37. Can you name some of Father Finn's

books for boys?

38. Suppose you were going to select a Bible from the public library shelves. For which version would you ask-or is there any difference?

39. Can you name a story book about each of the following countries: (a) France; (b) England; (c) Ireland; (d) French Canada; (e) Poland; (f) Italy; (g) Mexico; (h) Switzerland; (i) the United States; (j) a South American country?

40. Give several things that we should think about when we select a book to read.

#### Answers to Test on Children's Books

NOTE: Most of these questions could have many different answers. The answers given here are those which were given by the children who took part in the program in which these questions were asked.

1. Little Lame Prince, by Craik.

John Newbery. To the author of a book selected by a committee of children's librarians, to be the best book published for children during the year.

4. A Teddy bear.

5. A collective biography is a book which contains stories of the lives of several persons. An individual biography describes only one person's

6. The Children's Saint Anthony, by Beebe. Little Saint Therese, by Elizabeth Von Schmidt-Pauli. God's Troubadour, by Jewett. Bernadette, Maid of Lourdes, by Keyes. Princess Poverty, by Maynard.

7. Ten Saints, by Farjeon. Six O'clock Saints, by Wyndham. Through the Lane of Stars, by Eleanore, Mother M. Troubadours of Paradise, by Eleanore, Mother M. Twenty-One Saints, by Croft, Heroines of Christ, by Husslein.

8. Anne of Green Gables, by Montgomery.
9. A Tree for Peter, by Seredy.
10. Manuelito of Costa Rica, by Gay and

Crespi.

11. Chanco, by Stark.

12. (1) They are missing so much fun by not reading the wonderful good books.

(2) Comics are often cheap and create cheap tastes in pictures, literature, and colors. They make heroes and heroines out of criminals, and teach us about the worst things in life, crime and sin. Other good books teach us about the beautiful things which God has made for us.

13. The Catholic Miss, The Catholic Boy, Manna, The Little Missionary.

14. Little Wolf's Brother, by Alkins.

15. The Adventures of Dr. Dolittle, by Lofting. 16. To the artist who made the pictures for the most distinguished picture book published

17. 1. Animals of the Bible, by Lathrop. 2.
They were Strong and Good, by Lawson. 3.
Make Way for the Ducklings, by McClaskey. 4. Abraham Lincoln, by D'Aulaire.

18. Swiss Family Robinson, by Wyss.
19. Rebecca of Sunnybrook Farm, by Wiggin. 20. Answer is obvious.

21. Pro Parvulis Book Club, Empire State Building, New York City. 22. The Adventures of Tom Sawyer, by

Clemens. 23. 1. False - He slept 20 years. 2. False -The Holy Bible is the best seller in the world. 3.

True. 4. False — It is a story about the Civil War. 5. False — He wrote boarding-school stories for boys. 6. True. 7. False - Wendy was a little girl. 8. True. 9. True. 10. False - Uncle Emil was a doll.

24. Lassie Come Home, by Knight (or) My

Friend, Flicka.
25. No. More Sliver Pennies is a collection of

children's poems.
26. The Life of Our Lord for Children, by Marigold Hunt.

27. Otto of the Silver Hand, by Howard Pyle. 27. Otto of the Suver Hana, by Howard Ryn. The Story of Roland, by James Baldwin. O'Daniel of Destiny, by Mary Kiely. Girl Who Ruled a Kingdom, by Kellogg. Mary Stuart, Young Queen of Scots, by Mildred Criss.

28. Kate Seredy. One of her books about Hungary is The Singing Tree, another is The

Good Master.
29. Hilda Van Stockum. Francie on the Run is about Ireland. Garrit and the Organ is about

30. The Lonely Dwarf. Rosemary Lamkey

wrote the story and did the pictures.
31. Columbus Sails, by Walter Hodges.
32. Franz Schubert, by Wheeler. My Brother

was Mozart, by Wheeler. 33. (a) Hannah Marie, by Richard Bennett. (b) Silver Chief, by O'Brien. (c) Black Beauty,

by Sewell. (d) Taking Down the Crib, by Father Francis Downey.

34. Trinka's book, Jenik and Marenka, or

Happy Times in Czechoslovakia, by Libushka Bartusek. 35. Religious Poems for Little Folks, by Fitz-

patrick. Under the Tent of the Sky, by Brewton. Silver Pennies and More Silver Pennies, by Thompson. The Child on His Knees, by Thaver. 36. About Jesus, pictures by Maud Monahan.

Ten Saints, pictures by Helen Sewell. The Story of the Nativity, pictures by Masha. A Tree for Peter, pictures by Kate Seredy. Christmas Anna Angel, pictures by Kate Seredy.

37. Tom Playfair, Harry Dee, Claude Light-foot, That Foot-Ball Game.

38. Yes, there is a difference. The Douai version is for Catholics because it is the one approved by the Church.

39. France — Nobody's Boy, by Molot. England — All About Selina, by Hallack. Ireland — Sean and Sheela, by Marion King. French Canada - French Canada, by Boswell. Poland - Boy ada — French Canada, by Boswell. Poland — Boy of Poland, by Marion King. Italy — Dino of the Golden Boxes, by Olcott. Mexico — A New Mexican Boy, by Marshall. Switzerland — An Ear for Uncle Emil, by Gaggin. The United States — Son of Apple Valley, by Heyliger. South American Country—Dom Pedro of Brazil, by Mildred Criss.

40. a. The author: Is he good? Does he write clean, interesting stories? b. The vocabulary: Can I read it? c. The print: Is it large and clear? d. Are the pictures good? e. How will this book help me?

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## A Grammar Test on Who and Whom

David T. Armstrong \*

The grammar test most frequently used is regarded as unsatisfactory by many teachers. This criticism stems from the fact that frequently there will be a choice between two possible forms. Whether or not the student realizes the reason for a given choice is usually arrived at in direct question and answer between the teacher and one pupil at a time.

In an attempt to circumvent these difficulties the following technique was devised for use with students in our school:

#### Test I Form A

- 1. Who
- 2. Whom
- 3. Nominative case
- Objective case
- Subject of the finite verb ..
- Subject complement after the verb
- Direct object of the transitive verb ......
- Object of the preposition ..... 8.
- 9. Subject of the infinitive ...

#### Examples

- 136 am
- 1 3 5 won
- 2 4 6 to be
- 135 calls
- 2 4 9 to be
- .. do you think I am? did they say won?
- do you take me to be?
- e package to .....ever calls. do you consider to be the fastest Give the package to .....

Directions to the Student: This is a test of your knowledge of grammar. You can hardly guess the correct answer. The first number is for the correct Form; the second number is for the correct Case; the third number is for the correct Reason. The blank is for inserting the form of verb or preposition required because of the reasons

assigned for your answer. Study the above examples. They cover the main situations you will meet in this test.

1. The man ...... I thought was my friend deceived me.

2. The chairman ..... they elected has resigned.

3. Send ...ever will do the work.

4. The question of .....should be the leader arose.

..... did the gazette report to be dead? 6. They sent invitations to all ..... they thought would accept.

7. This money comes from Boyle, ...... you know, is very liberal.

8. He refused to pardon Mackey, ........... he had every reason to believe the police had

caught red-handed. 9. The bookkeeper, ..... ..., I cannot doubt,

committed these errors, must be discharged. Because of the students' background of experience there will be a great bellowing the first time this testing technique is tried. Most of the students will fail miserably. But they can then be taught. I cite below the results of one of the forms used in our school.

There were 60 items in the test. The first

twenty were given as a diagnostic test. After five days of work on this problem, a second twenty were given as a progress test. After five more days of work on this problem, the third twenty items were given as a mastery test. The results are reported in the following

	L		iostic 1–20	test	Progress test 21-40		Mastery test 41-60			
		Tried	Right	Wrong	Tried	Right	Wrong	Tried	Right	Wrong
1		1	0	1	15	2	13	20	3	17
2		18	2	16	20	8	12	20	18	2
3		16	6	10	20	10	10	19	18	1
4		12	12	0	20	7	13	20	17	3
5		10	4	6	20	9	11	20	17	3
6		8	8	0	20	5	15	20	14	6
7		7	7	0	16	2	14	17	10	7
8		8	3	5	20	5	15	20	13	7
9		4	2	2	20	3	17	20	12	8
10		14	10	4	20	8	12	20	14	6
11		20	14	6	20	2	18	20	7	13
12		9	5	4	20	15	5	20	14	6
13		Absent			12	4	8	20	16	4
14		5	1	4	20	12	8	20	15	5
15		8	7	1	14	0	14	12	3	9
16		7	2	5	19	13	6	20	17	3
17		Absent.			Absent			Absent		
18		20	18	2	20	18	2	20	19	1
19		10	7	3	18	4	14	20	12	8
20		6	3	3	20	9	11	20	18	2
21		7	1	6	20	7	13	20	9	11
22		4	2	2	12	12	0	12	5	7
23		. 8	6	2	20	6	14	19	9	10
24		10	3	7	20	4	16	20	9	11
25		20	16	4	20	13	7	20	18	2
26		10	9	1	20	1	19	18	11	. 7
27		12	10	2	20	12	8	20	16	4
28		6	4	2	12	3	9	18	8	10
29		11	10	1	20	13	7	20	17	3

Only a perfect score was counted as correct. If any part of the answer was wrong the sentence was marked wrong. The students had 20 minutes to do each form which contained twenty items.

Not all students showed improvement. This indicates the need for special remedial work with some students. Students Nos. 2, 3, 25, gladden a teacher's heart, but some of the rest send us searching to find a way really to get the subject matter across.

There were a limited number of usages covered in these tests. Some, such as who used as the subject of a noun clause, which noun clause is the object of a preposition, caused particular difficulty. By keeping a record of the errors made, the need for remedial instruction is simplified. A tabulation was made under the following classifications:

Who used as subject of a:

Noun Clause used as Subject Substantive Noun Clause used as Direct Object

Noun Clause used as Object of Preposition

Who used as subject complement of a: Noun Clause used as Subject Complement

Whom used as direct object of a:

Noun Clause used as Subject Substantive Noun Clause used as Direct Object

Noun Clause used as Object of Preposition

Whom used as subject of an Infinitive:

Whom used as subject complement after infinitive to be which has a subject.

Because some students had trouble with some usages and not with others, it was a simple matter to give differentiated assignments to students. In each instance, the assignment was gauged by the difficulties manifested. Those students who had trouble with "whom used as subject of an infinitive" were given a series of sentences, most of which included this usage. To give the student all sentences containing one type of difficulty defeats learning.

## Catholic Reading in the Grades

Sister M. Lelia, S.S.J. \*

Ever since I began to teach, some fifteen years ago, I have heard the statement reiterated that the pupils in the grammar grades do not take to the reading of Catholic books, especially the lives of the Saints. The contention is that these books are written above the level of the grade pupil's comprehension and therefore they have no appeal. Last September I decided to take up the challenge, investigate it, find where the trouble lay, and, if possible, disprove the foregoing statement. I put the problem before my 38 sixth graders, and like knights of old they rose to the challenge.

Due permission being requested, and obtained, the question of money now presented itself. Since our bill for supplies did not include a library fee, we decided to raise the money with which to purchase some Catholic books. At first voluntary contributions of nickels and dimes came pouring in till our tin bank became quite heavy, and, having secured a catalog from a Catholic publishing house,

we perused its contents in the hope of finding a title with an appeal to a 12-year-old mind. The Adventures of Tommy Blake by Brother Ernest, C.S.C., seemed to be the answer, and so we proudly secured our first Catholic story book from a Catholic supply store.

I promised to read a chapter of our new book each day toward the end of the English

lesson as a reward for work well done. If the first chapter is an indication of what a book contains, this one certainly promised to be a good one; for it caught the interest of every pupil in my class, and as each day's English period drew to its close I was politely reminded of the story by having the book put into my hand. I can honestly say that I have rarely seen such enthusiasm as it created, and each day a sigh of disappointment could be heard on all sides as I finished the daily chapter. If a pupil happened to be absent, his first question next morning was, "What happened to Tommy yesterday?" and then came a petition to take the book home so that the trend of the story would not be lost to him.

<sup>\*</sup>Weehawken, N. J.

<sup>\*</sup>Nazareth Convent, Rochester 10, N. Y.

As well as being entertaining the story held a very good Catholic moral with regard to mixed marriages; for Louise, Tommy's mother, had married a wealthy atheist. As a sort of soothing syrup for her rather guilty conscience, like many another, she had said, "I know he'll come over after we are married." As often happens, he did not "come over," and only after much tearful pleading on the part off Louise, did he allow Tommy to be baptized a Catholic. Much unhappiness in the home followed, till finally when Tommy was about to be sent by his father to an exclusive pagan school Louise disappeared with him. All the way through, interest in Tommy is heightened, till finally, finding his dying father in a deserted house, to which his money-coveting associates had taken him, he baptized him before he died. As I finished the last chapter, I could see my class unconsciously gripping the sides of the desks, half way out of the seats, or straining across the desks in front of them, to catch the final outcome. As well as being entertaining and comprehensible, I found that the lesson this story taught was far more effective than any I could teach on the danger of mixed marriages. And so ended our first

Catholic book—a decided success.

With the thrill of their first book still warm within them, the boys and girls quickly decided to purchase another, and again ways and means had to be considered. Lest the thud of dropping pennies within a tin bank should become monotonous, we planned a candy sale in our own room, and in the space of a week we collected two dollars. This time we decided on a more religious book, and Saintly Children, by Winifrid Herbst, S.D.S., was our choice. contained the lives of nineteen children under such titles as "Little Nellie of Holy God," "The Saviour's Little Crossbearer," "The Saviour's Little Songster," "The Saviour's Little Lily-of-the-Valley," and others equally appealing. This time I did not read the book through but instead a little biography here and there as an incentive to reading on the part of the class. Great was their delight when I announced that each pupil in the alphabetical order of their surnames (to avoid controversy) could take the book home for one night, which they gladly did, and woe betide the one who forgot to bring it back the next morning! The forgetting happened rarely. It was with a feeling of joy that each morning I noticed the orange-covered book on a different desk, and the multitudinous finger marks on its jacket, and in its pages, prove beyond a doubt that its message appealed to the heart of the average boy and girl. I would like to mention here that its praise must have gone beyond my room, for two other rooms in the school also purchased copies during the course of the year. And now for another new book-

Changing off again, we decided this time on another storybook and, after some discussion, seasoned with a few arguments, The Lost Prince, by Don Sharkey, won the votes. Switching back to my first plan I again read a chapter toward the end of the English period.

This story brought out the kindness of an American boy, Tim Maloney, toward the haughty, yet lonely, Prince Nicholas of Tran-syllia, who had been sent by his usurper uncle to a private school in the United States. This book contained many exciting adventures of our young heroes, till in the end the influence of Tim and his parents brought about the conversion of the prince, and the overthrow of his greedy uncle. Again the moral of the story was good, and the lesson salutary.

All this time the pennies, nickels, and an



- Lambert Photo

occasional dime kept dropping into the little tin dog and, as supplementary reading for our medieval history course, we purchased Saint Francis Picture Book, by Ade Bethune, and The Children's Saint Anthony, by Catherine Beebee. The drawings from the able pen of Ade Bethune held quite a fascination for all, while the simple, well-told story of the little saint of the poor was a novelty in itself. The latter, a charmingly told story of St. Anthony, came back to me in many a book report. These books I set aside for private reading and their well filled library carts bear witness to the fact that they were much read.

By the end of January we had five new books all our own, and as we now wished to save our pennies to help the missions, we reluctantly gave up the pleasure of buying more new books, but "where there's a will there's a way," and so we looked around for some means by which we could keep adding to our collection. A solution presented itself. We decided politely to ask our friends and neighbors if they had any Catholic books they would like to donate to our cause. To our intense satisfaction we received a copy of each of the following: Sunshine and Saints, by Daisy H. Mosley; Six O'Clock Saints, by Joan Windham; Fabiola, by Cardinal Wiseman;

Claude Lightfoot, by Father Finn; and Lizbeth, by Mary T. Waggaman. Now all ten volumes occupy a place in our library.

Really, it seems needless for me to review that which I started out to investigate and disprove last September, that is, the charge that the Catholic storybook is above the level of the ordinary pupil's comprehension, for I have found that the boys and girls of the grammar grades can be led to understand, love, enjoy, and appreciate Catholic books, if these books are carefully chosen and presented to them in a proper way. No one can measure the good gleaned from the pages of a good book, and indeed today we need much that is good to counteract the harm done by the multitudinous volumes of comic(?) books which glorify the gangster, the murderer, and the superman, and which our boys and girls, figuratively speaking, ravenously devour. And how can we expect pupils, when they have grown to man's estate, to be interested in the Catholic press if, during their formative years, we neglected to introduce them to Catholic literature? Was it not the "Lives of the Saints" which gave to the Catholic Church the great Saint Ignatius? Yes, it is worth the trouble to put worth-while Catholic books into the hands of our-perhaps -Ignatius of the twentieth century.

## Aids for the Primary Teacher

## Miss Four-Year-Old Has a Library Card

Sister M. Dorothy, R.S.M. \*

Even the kindergartners, usually as alert as crickets, grow tired and bored with the monotony of school discipline. Perhaps it was "pulling myself up by the boot straps" when I decided one dark day in late winter to use this childish ennui for the introduction of a new project which resulted in our kindergarten library.

#### They Ask For a Story

The idea began by the old-fashioned request for a story. So the favorite saga of St. George and the Dragon found small listeners as keen as usual for every detail, and I dared not omit one of them, neither fire, nor dragon, nor long sharp sword. Soon after they asked for the story of Blessed Herman Joseph, the "little boy who gave Our Lady his own red apple." Delight in these dear lives brought out the question of getting more books and new stories. The project was launched. The next day several brought books from home. Enthusiastic en-couragement elicited more gifts, and at the end of a month the kindergarten library had a good start.

#### The Library Begins

The following September after I had shown the pictures of lovely tales, and narrated again the dear favorites to happy newcomers, enthusiasm was keen enough for me to initiate a book drive. A good-natured carpenter made a low, open bookcase. The boys and girls arranged their books, together with the few old ones left by the former class. Many of these fine usable books we covered with cretonne or gay, colorful oilcloth. Thus protected, we have used them five or six years and they are still in good condition.

Along in late fall, the Chicago Public Library sent its annual loan of fifty books. The children opened the box, checked the list with me, and helped to count and arrange their new stories. These came in a fine sturdy, padlocked chest which they immediately dubbed a "treasure chest" and the book section from then on was called the "Library Treasure."

#### The Gift Idea

The annual celebration of Book Week in November, and National Library Week in early spring, both elicited a fine response in the way of gifts. We made a list of suitable titles and sent it home to the parents. Some purchased books from the list; others sent money for the purchase; parents used it as a basis for children's Christmas gifts and birthday exchanges; other copies of the list were requested for friends to use as gift suggestions. In fact, one of the large department stores received so many requests for these stories that the book buyer wrote, asking for the list.

The offerings from these two special weeks brought thirty-five dollars in money, which sum, together with book gifts, netted a drive total of sixty new stories. The following term, during Book Week alone, pupils donated forty dollars to the project. A fine selection of Catholic juveniles is displayed by the Thomas More Book Shop in Chicago, where we buy most of our additions.

As each new donation is added to the library, it is inscribed with the donor's name. Each little giver knows that he and his book will be long remembered.

We have several easy rules which are printed and set up on the bullerin board:

1. A book is one of our best friends.

Take it with clean hands. Turn its pages carefully.

4. Do not hurt its back by bending.5. Put your friend, the book, back in its own house.

This last rule is the initiation of "cataloguing" to the infant mind. Books are of different heights and each shelf must hold its own size of volumes. Careful little "checkers" are appointed, who see that each story is put in its

#### Handling Books

Here the kindergartners are taught the correct method of handling a book, the proper way to turn the page, the avoiding of "dog's ears," and the fear to hurt the feelings of a book by leaving it face down, straddled on the table.

When class members finish the task appointed for the period, they have permission to select a book from the "Treasure Chest." They are eager to take a favorite book, and this pleasure forms excellent motivation for the neat and speedy attack and completion of duty, even for the awkward hands of the slower and less gifted.

So many new things are learned with book knowledge; each teacher can add scores of clever ideas to those mentioned here. The children learn the numbers of the pages; they count the objects in the pictures; they learn to tell a story correctly through pictures; they learn colors; the names of animals, and their habitats; they note different occupations and duties-especially their own baby duties in the home, just the way other children do them in the pictures.

#### They Read Pictures

One of the nicest things they learn is how to tell a story through pictures. After I have read a story several times, one of the pupils may ask. "Do you want me to read to you?"
Then, as she sets herself down on a small chair with her favorite book in her arms, other listeners gather close to hear. She "reads" according to the pictures, of course, and the entire narrative is vicariously enjoyed from the attractive, bright-colored illustrations.

A further manifestation of interest is indicated in the children's idea of making books of their own. In October we construct the "First Book." One year I correlated this

project with religion and "The Story of Creation" resulted. Since it was but their fifth week in school, the effect was crude but entirely delightful. The series of creative drawings consisted of six pages, one for each day of creation; and the seventh page, depicting the day "God rested," held the picture of a church no architect had planned, but which had been created by tiny fingers, and completed with a wobbly spire reaching up to an unnatural blue and dead white heaven. These pages were stapled between strong brown covers, and the whole project displayed that month at the regular P.T.A. meeting.

#### They Illustrate

In another way the library correlates art with reading readiness. After learning a story, the class, using poster paint, creates a mural frieze. The tale of The Three Bears or The Three Little Pigs is particularly fortunate in results here. This project is not only a colorful, original classroom decoration, but also an impetus to good taste, and artistic sense. Every holiday carries its own story and every new

story brings interesting classroom decorations.

The Musical Radio Script published by Musette is a fine addition to the library. The boys and girls listen with great joy to the musical rendition of old favorites; e.g., Little Red Riding Hood and Cinderella. Molly Donaldson of Big Barn Show fame has written the music, and the Lady next Door tells the story. The five-year-olds listen with pleasure and then proceed to act out the stories they love.

#### Their Library Cards

During National Library Week the neighboring branch of the Chicago Public Library sends out a trained teacher to tell stories. Her coming is a source of delight and a great urge to reading readiness. After listening to her, the children usually inquire how they may procure a card of their own. Then she tells them the two easy rules: Have parents fill out a guarantee card, and print your own name on your card. That is all. It is potential of results. After another week all who are interested are displaying a library card of their

Many other fine things have their root in the kindergarten library, results that this paper has space only to mention without elaboration. There is the teaching of poetry with its accompanying sense of rhythm, and its resulting cultural value; there is, further, the encouragement of the social sense in the use and sharing of lovely books; the gay joy of the discovery of a new story; and, best of all, the founda-tion of a love of good reading which in later years will sculpture the mind into permanent beauty and godliness.

Favorite Books in the Kindergarten Library

The Real Mother Goose, Rand McNally. Loopy, Gramatkie, Putnam. Little Toot, Gramatkie, Putnam.

Hercules, Gramatkie, Putnam.

Mostly About Mutt, Le Grand, Garden City.

Peter Pigeon, Gibke & Bower, Grosset &

Wiggles, Wilson & Pennell, Houghton-Mifflin. Five Little Bears, North, Rand McNally. Orlando, Hale, Scribner. Little Train, Lenski, Oxford Univ. Press.

<sup>\*</sup>St. Patrick Academy, Chicago 12, Ill.

Golden Series, Simon & Shuster. Copy-Kitten, Evers, Rand McNally. Sally Does It, Baruch & Montgomery, Appleton-Century.
Sailor Jack, Macneill, Oxford Univ. Press.

Make Way for Ducklings, McCloskey, Viking.

John & Joan, St. Anthony Guild.

Flicka, Ricka, Dicka, and Their New Friends,

Flicka, Ricka, Dicka, The New Dotted Dresses, Whitman.

Flicka, Ricka, Dicka, Girls Next Door, Whitman.

Flicka, Ricka, Dicka, And the Three Kittens, Lindman, Whitman.

Snipp, Snapp, Snurr Series, The Red Shoes, Gingerbread, Magic Horse, Buttered Bread, Yellow Sled, Big Surprise, Lindman, Whitman. Country Bunny, Heyward, Houghton-Mifflin.

from which I made you. Dust thou art and into dust thou shalt return. Voice: Eve, I will send you many pains, sufferings, sorrows, and troubles.

Voice: And you, serpent, will always be hated, and from now on you will crawl on the ground and eat dirt. In time to come I shall send a WOMAN who will crush your head.

#### Scene III

[Two angels appear and await orders.]

VOICE: Heavenly Spirits, drive this couple from Paradise and then stand guard at the

[While the Angels stand on guard they talk to each other.]

1ST ANGEL: What woman does He mean, I wonder?

2ND ANGEL: I think that woman will be the Virgin Mary, the Mother of the Redeemer, for He made some such promise to Adam before He drove them out.

## The Disobedience of Adam and Eve

Sister M. Angela, R.S.M. \*

CHARACTERS:

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&

Voice of God [This character is never seen by the audience], Adam, Eve, Serpent, First Angel, Second Angel.

#### Scene I

[The Garden of Paradise.]

ADAM: Eve. the Lord God wishes us both to be very happy. He says that we may enjoy everything in Paradise, but there is one thing we must not do.

EVE: O, Adam, what is that one thing? ADAM: He says that we must not eat any fruit from the tree that is in the middle of the

EVE: I wonder why He said that! I must go and look at this tree, for it must be very

Eve strolls over and looks at the tree. SERPENT: Isn't that a beautiful tree. Eve? What delicious looking apples. Why not have one?

Eve: No, I cannot have any of the fruit from this particular tree.

SERPENT: Why not?

Eve: Because God told Adam that we must not eat any of the fruit from this tree.

What nonsense! Try just one

Eve: No, for if I do I shall die!

SERPENT: You will never die. God told you that just to scare you. If you eat it, your eyes will be opened and you shall be like God.

EVE: The tree is lovely and its fruit looks extra good, and besides I want to be like God. [Adam comes along just as Eve takes an

apple and bites it.]

ADAM: Eve, what are you doing? Do you not see that this is the tree whose fruit you should not eat?

EVE: Yes, Adam, but the fruit is delicious. Just take a little bite and see for yourself.

[Adam takes a bite of the apple.] ADAM: Eve, we have disobeyed God and I am afraid and ashamed.

EVE: I am afraid, too. He will be angry with us. Let us hide.

#### Scene II

[Adam and Eve are driven from the garden.] Voice: Adam, where are you?

VOICE: Why did you disobey Me, Adam?

ADAM: My companion, Eve, gave me the fruit to eat, Lord, and I did not want to hurt her by refusing it.

lied to me.

VOICE: Listen to Me, Adam. You did not obey Me, but you did what Eve told you to do. From now on you will have to work hard every day of your life. Later on you will die and again become a part of the earth

Numbers in the First Grade Beginning Where the Child Is

Amy J. DeMay, Ed. D. \*

The first so-called formal number lessons in the first grade should begin with what the child is sure to know. What, we may ask, can one feel assured that the small first-grade child knows about numbers? Some children can count to 100 glibly by four years of age, delighting in the rhythm of the sound; others at five or six have to be helped to count to ten. While counting is an important part of learning the number sense we desire, still because a child can count is no proof that he really has that sense as experiments have shown. Our first task is to help him acquire that sense, that abstraction, to feel that "five" or "5," for example, means that many individual objects, and is not a mark on paper given that name.

#### What They Know

It has been proved experimentally that practically all normal children know such groups as two, three, and sometimes four by the time they are of school age, and that when they count or mention groups of this size they really know what is meant. For example, a four-year-old who had a new pair of shoes said, "I have two old shoes. I have two new shoes." I asked her, "How many shoes have you?" She answered at once, "Four shoes." Then I asked, "How many are two and two?" She looked at me with a blank look on her face, as I expected. She knew she had two shoes and two shoes, and four shoes because she could see them and experience them; but the abstraction two and two, even with the shoes before her, was beyond her ability. And she was an exceptionally bright child. The lesson for us as teachers is plain: do not begin with abstract numbers; do begin with what the child knows and work slowly and carefully, step by step, from concrete experiences to abstract ones. The order is: actual objects; pictured objects; semi-abstract things as dots, dashes, rings, etc., each of these used with the word name of the number; and then finally the number symbol.

Assuming now that there has been much concrete work in counting and assembling groups of objects, as described in previous articles, the next task of the teacher is to accustom the child to number quantities gradually, using them first with number words, on the board, on paper, or in a textbook. The beginning, then, of formal instruction should be with the number system up to four. Reading and number work should supplement each other; many number lessons should be reading lessons, and numbers should appear in reading lessons. Few number words have appeared in reading books of the past, but the newer books do give some number situations.

It is needless to say that, when giving the first number-reading work, the pupil should know the reading words that are to be used, so that strange words will not interfere with his getting the meaning. For this purpose, the teacher should pick out words from the reading book and use them in the number work, or teach such words needed which have not appeared in his reading lessons. This last is true of certain mathematical terms necessary as the lessons progress, which are not found in reading texts. These the teacher must teach as needed, and not expect the child to know what they mean without instruction.

For our purposes, let us assume that the teacher makes cards to fit her needs in arithmetic instruction as outlined here, which will make it possible to use this type of work to supplement her first-grade number teaching, with or without a special textbook. These can be made by the teacher and pupils by cutting convenient sizes of oaktag and pasting pictures gathered from magazines, old workbooks, mimeographed outline drawings, etc., to fit what is being done. When preparing pictures with different quantities, for example, two dogs and three dogs, these two pictures need not be the same, except that they are both dogs, both cats, or whatever it represents. The dogs in the two pictures may be of quite different varieties.

ADAM: Here I am, Lord.

VOICE: Eve, why did you do this thing? Eve: I ate the fruit because the serpent

<sup>\*</sup>St. Joseph's Convent, New Bedford, Mass.

<sup>\*</sup>Clifton Springs, N. Y.

#### The Beginning

To begin where the child is, we start with groups of one and two objects. There should be first oral directions given by the teacher, with actual objects that are in the schoolroom, as balls, crayons, books, etc., besides the boys and girls themselves. Children should be asked to put two balls, or one boy, in a designated place, to draw two rings, or make two dots, or one line on the board. Then, when these are learned, cards are prepared with pictures of the same or other objects. Then there should be a reading activity lesson with such questions as:

Find one ball. Put the ball in the box.

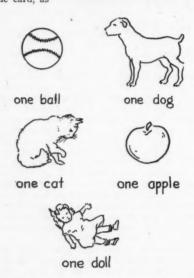
Find two rings. Give them to the teacher.

Find three boys. Take them to the board.

And so on until the groups of objects that

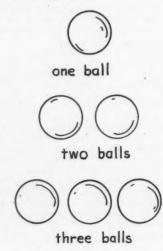
were set out have been put away. Now have

were set out have been put away. Now have cards with the words, telling the number and name of the objects in the group under them, and place them on the ledge of the board. Tell pupils to get certain cards and read what is on the card, as



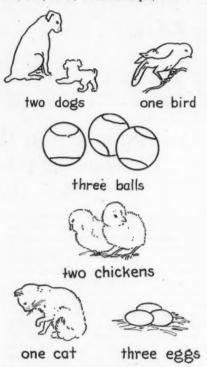
And then next three pictures with a series up to three, showing how, when one counts, the number of units increases, as

<sup>&</sup>lt;sup>1</sup>From ring-toss game



In this the objects in the three groups should be alike, as it is a counting series. It is as if we were counting the last group of three balls by singling them out at each count. Then the teacher may say, "Count the balls," expecting the child to say, "One ball" at the first group; "One ball, two balls" at the second group; and "One ball, two balls, three balls" at the third group.

Next there should be many cards with various groups of objects, in any order except one, two, three, as for example,



Then the children will be asked to read such reading cards and do what the card directs, as, Find two dogs. Put the card on the teach-

er's desk.

Find one bird. Give the card to a boy. Find two chickens, Give the card to a girl. And so on for all the cards. After such exercises the pupils can be given seat work with sets of cards somewhat smaller with groups of objects, and separate word cards, with the labels of the pictures. The child places the label on the picture, and it takes but a moment for the teacher to walk down the aisle and check their correctness. Later as larger numbers—four, five, six, etc.—are learned these groups should be added to the same envelopes. As all the pictures for each group of the same number will not be alike, the same child should not be given the same envelope always; a change will add to his experience.

#### Idea of Plural

Then at another lesson the teacher may ask such questions as these, at first with the pictures where the pupil may be sent to examine them if he cannot answer correctly,

Is one doll more than two dolls? Is one boy more than three boys? Are three boys more than two boys? Are two girls more than three girls? Are three cats more than two cats? Are three trees more than one tree? The answers to these should be oral. The questions may at first be oral, given by the teacher, but soon should be on cards or written on the board, for pupils to read and answer. Later still, the pupils may write the answer, yes or no, after such exercises mimeographed on sheets of paper. Of course, as the number series is increased, four, five, six, etc., should be included in such questions at each step forward.

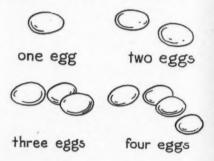
At this stage a list of words may be prepared to be placed on the board by the teacher at the children's suggestion with the teacher's guidance, under the heads of:

one more than one.

At first these will be the simple plurals that add only s, but later as such words as baby. leaf, cherry, berry, etc., are learned a list of plurals of this type should be made. This will help reading as well as arithmetic. Of course there should be no spelling lesson on such words at this stage, merely reading and number idea. Then later, after they have appeared several times in the number work, such irregular plurals as child, children, chick, chicken, man, men should be listed. If one keeps all this on the level of exposing children to experiences, and does not expect to compel the children to recite them later or distinguish between the types of plurals there will be great interest. If the children were asked to memorize them or spell them, there would be great hatred. It is needless to say, I presume, that the word plural is not used with the children, but always one and more than one.

#### Count Groups

Now to extend these number ideas to another stage in the number system, we have the child count groups of one, two, three, and four objects, until he sees that the number names in their order in the number series really mean one more each time than the time before. When four groups of objects as balls, apples, or crayons have been placed on the table, as one apple, two apples, three apples, four apples, and counted, the teacher places four cards on the ledge of the board, as



The pupils read the series, and are then asked to count each group separately, as one egg, one egg, two eggs; one egg, two eggs, three eggs; one egg, two eggs, three eggs, four eggs, as they did with the groups of threes. Then the teacher says, "Count from one to four."

A good seat-work period now is for the children to paste pictures of groups they have brought from home on cards for their own private envelopes. They can be helped to write as a penmanship lesson the words one, two, three, four, from the teacher's copies, and place slips in the envelope, one for each pic-

ture. In this way, oneness, twoness, threeness, etc., will begin to be abstracted unconsciously by the child.

After four has been taught, the same questions and exercises should be given as for three, and as other numbers are learned each in turn has every sort of exercise and response within its range to that point. But before we go any further in the number system, there are other concepts connected with the first three and four numbers which should be presented. These will be discussed in the next article.

## Art in the Kindergarten

Sister M. Ida, S.S.g. \*

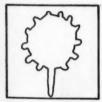
The modern slogan of the art advocate in America, "Art for Life's Sake," might well be adopted by the teacher of the kindergarten who by her wise guidance may bring the child to a realization of the beauty existing in the common things of everyday life. The child loves the pleasurable associations of his own environment. There is nothing that gives him greater joy than to make an imaginary world for himself like the one he sees about him. This impulse "to organize and assemble old and familiar elements in new ways or to put them in new relationships" is the creative spirit—the dominant spirit of youth.

This creative spirit should permeate all

This creative spirit should permeate all work in the kindergarten. It allows the child to discover for himself. He learns through experience more than through words; he thinks through movements and through trying things. Every child must receive ample opportunity for expression. In art he may be given this experience through painting, crayoning, drawing, or sculpture.

Learning to color or draw consists of four definite steps: 1. The scribble period, which is not expressive of ideas but of pleasure in movement and creating an effect. The child becomes acquainted with the materials.

2. The symbolic period where a child attaches meanings to his marks. The adult may see only a line or mass; the child may see a car and a road; or to be more specific, Lynn saw in this picture the steering wheel of a boat.



The Child Draws a Steering Wheel

3. The schematic period in which the drawings look somewhat like what they are meant to represent. A child's mental concepts are usually far ahead of his ability to express them.

We Know What Is Meant By This

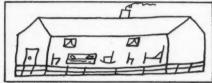


4. True representative art.

This last is not reached for some years.

Most children begin in the kindergarten in the first stage scribbling with crayons and dabbing

with paints. However, after plenty of experience has been given him, the child will try to express his ideas. At first he will tell a story to any listener from the marks he has made. It should be remembered, however, that too much discussion may prove more harmful than helpful. Soon he will want to make his pictures tell their own story. They will become to a considerable extent his language. He will attempt to depict at the easel anything that is familiar and interesting. All of his drawings will reflect interest in life's activities. The human figure is used in about three fourths of all kindergarten drawings. The child will draw what he knows and finds interesting and not as it actually appears. If he chooses his home, he shows a house with the three sides and a view of the interior.



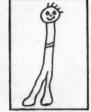
He Shows the Inside of the House.

He may draw a tree with the roots visible through the ground.

The child seldom gives thought to harmony, balance or perspective. The most interesting feature of the drawing he is sure to make large and prominent; for example, he makes the buttons on a coat as large as the man's head, or a flower larger than a person.

Very often a child omits some very important part of what he is drawing—drawing a man without arms.





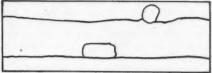
His Tree Shows the Roots. His Man Has No Arms.

The problem of sky and land proves a great difficulty for most children. In the first draw-



A Flower Larger Than a Child.

ings there is usually a space between the two as we see in this picture of Mary Beth's.



A Child's Picture of Sky and Land.

"I'm glad the sky is painted blue And the earth is painted green, With such a lot of nice fresh air All sandwiched in between."

When the teacher leads the child to see that as he looks toward the horizon he can see the land and sky meet, he advances to the next step in landscaping. Now land and sky meet but all objects are put on the horizon line. Generally all objects are about the same size.



Proportion Doesn't Worry Him.

Very often the narrative interest enters into the child's work. The little one enjoys drawing Little Black Sambo, the Three Pigs or Billy Goats Gruff.

The skillful teacher by a question, a suggestion, a word of praise or a group discussion, can easily lead the child to correct errors in his work. She should ever bear in mind that she must "be tolerant of crude efforts when they are best efforts and patient with the varied speed children evidence in their growth."

Art instructors in the schools have found a new and "revolutionary plan for art expression" in the recently developed procedure of finger painting. It is simple, easily done and most fascinating. All the equipment needed is paint, paper, water, freedom and imagination. As soon as the paper has been prepared, the child scoops out some of the paint and spreads it over the paper with his hands. Using big sweeping motions of his arms, hands and fingers, he makes his design. There is something fascinating about putting one's hands in the paint and "feeling the pictures as they are being made." Finger painting is an "art form to fit children from four years to fourteen (and older").

There are also great possibilities for the young artist in spatter work. For this, all he needs is colored paper, tempera, tooth brush, piece of screen, and a silhouette. The simplest method is to lay the design on the colored paper, dip the brush in the paint and brush it back and forth on the wire over the paper. This kind of work makes nice displays and adds interest and variety to a unit of work; it can be used as a present for mother; it requires no expensive equipment; every child can do it even without special artistic talent.

What has been said about drawing and painting is true also of the other phases of kindergarten art. Work in clay or plasticene, for example, gives the child no end of joy. At first he is satisfied to work with it. to manipulate it, to touch it and to see his finger prints

<sup>\*</sup>Nazareth Convent, Rochester, N. Y.

in it. This leads him to make it into forms until he has the delight of actually forming an animal or some other object. Here again we must be satisfied with results. We will be if we remember that "children are natural and unaffected as regards their adventures in art. They value the experience for the sake of the experience and not for the end-point or finished product."

In the practice of art in the kindergarten a spirit of true democracy should reign. "The creative spirit is found only in the child who is in a great measure uncoerced." The teacher must beware lest she become a dictator who forces her ideas and techniques on the child. Upon her depends whether the child will accomplish his work with slavish imitation or ingenuity. Therefore, as far as is possible, the teacher will remain in the background and allow the children to discover techniques and develop habits of resourcefulness. She will always see that there is a limited goal so that failure will be avoided and the interest span will not be exceeded. She will see, too, that at all times each child has a challenging and interesting task that he knows how to perform and can succeed in accomplishing. Of course, every teacher will find some who are more creative than others because of "richer backgrounds, greater emotional liberation and desires and habits of being original."

Nevertheless, it is her duty to respect and appreciate all efforts both of the gifted and the less talented child. In this way she may hope to obtain great results in her pupils especially those of "self-discovery, self-reliance, persistence, enthusiasm, intellectual honesty, adventure, good use of leisure time and appreciation of the beautiful."

Art in the kindergarten has two factors: the child and his environment. "Environment provides the stimulus"—the child "responds with his creative power." This response not only builds more satisfying individual lives for the



A Spatter-Work Rabbit.

pupils themselves; but it also "strengthens the foundations on which may be built a fairer, happier, more wholesome structure of social life"

#### **Attention Please**

Yvonne Altmann

Have you a class of wiggle bodies? This method I have found very satisfactory to gain their attention. After the children have said their poem several times, they will sit quiet and listen.

Each month you will find an appropriate poem to teach the children. The children in my kindergarten were very eager to learn a new poem each month.

#### **PUMPKIN**

I am a pumpkin round and fat.
(Sit—with hands make a big circle)
Make me into a Jack-o'-lantern very fast.
(Draw a face with the finger or touch your

face, eyes, nose, mouth)
Because I want to scare the witch's cat.
(Hands in lap)

A black cat was sitting in the window when this poem was said to the children for the first time. They thought it might belong to the witch

#### CATHOLIC SCHOOLS ARE ESSENTIAL

The Fathers of the First Provincial Council in 1829 decreed: "We deem it absolutely necessary that schools should be established in which the young may be taught the principles of faith and morality while being instructed in letters" (The Salesianum, p. 60).

structed in letters" (The Salesianum, p. 60).

With a keen understanding of the conditions of the times and with an uncanny vision of what lay before them, the Fathers of the Third Plenary Council of Baltimore in 1884 stressed the necessity of the parish school: "To shut religion out of the school," they declared, "and keep it for home and for Church, is logically to train a generation that will consider religion good for home and for Church, but not for the practical business of life." On the basis of this legislation they proceeded to order the extension of the Catholic school system and its improvements. They declared: "Two objects we have in view, namely, to multiply our schools and to perfect them." And note this statement: "We must multiply them till every Catholic child in the land shall have the means of education within its reach. . . . No parish is complete till it has a school adequate for the needs of the children. . . . But then we must also pertect our schools. We repudiate the idea that the Catholic school need be in any way inferior to any other school whatsoever." - The Witness, Dubuque, Iowa.

#### IMPORTANCE OF THE SODALITY

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I am convinced that the Sodality must reach our young people everywhere if we are to build up their spiritual lives in this world of gross pleasures and sinful sensuality. If we can keep our Catholic youth close to the Blessed Virgin Mary, we shall not find it difficult to keep them close to our Lord Jesus Christ.— Most Rev. A. J. Muench, Bishop of Fargo, N. Dak.

Drawings by Gedge C. Harmon. Rhymes by Catherine T. Farrell.

## ALPHABET RHYMES



is for jumping, which girls like to do. Somebody told me that boys like it too.



is for kites,
which we like to fly.
See how they climb
up, up so high.



is for London Bridge
oft falling down.
Children still play it
All over town.

#### RECIPE FOR HAPPINESS

EDITOR'S NOTE. With a few deletions the following is an editorial feature written for the Washington Star by Rev. Felix M. Kirsch, O.F.M.Cap., assistant professor of education at the Catholic University of America and a member of the board of editorial advisers of THE CATH-OLIC SCHOOL JOURNAL. The article was published after the death of Father Kirsch "with a reverent salute to his memory."

Where can we find happiness in these anxious days? The first ingredient of the recipe is the conviction: "God lives in me and in everyone I meet." The fact that you are living is evidence that God lives in you by His power: "In God we live, we move, and have our being." God must think you worth while since He is keeping you alive. He has a real work for you to do. If you are doing this work of God, He lives you in a very special way: "If anyone love Me, My Father will love him and We will come to him, and make Our abode with Him." Even when alone, you must realize that while God is when alone, you must realize that while God is living in you, you are never less alone than when alone. When depressed, you must say to yourself: "One with God is always a majority." Because Christ said, "Without Me you can do nothing," He wishes you to recognize that with

Him you can do everything.

You must apply these consoling truths to everyone you meet. As long as you are loyal to is divine in yourself, you will recognize God in your fellow being. Only God knows what is in the heart of man. At most, you see only externals. So far as you know, God is living in every human being, not only by His power but also by His grace. Train yourself to see a child of God in everyone you meet in your office, in your home, or on the street. Even in those who appear wicked to you, you should see the indwelling God. Unless you are good to the wicked you have no evidence that you are really seeing God in your fellow being. God lets the sun shine and the rain fall on the just and the unjust. Our heaven will consist in seeing God face to face. We begin our heaven on earth by seeing God in ourselves and in our fellow beings.

The second ingredient for our recipe is "The need of the hour is the Will of God." Let God do your planning. Whatever duty the hour calls for, see therein the will of God. If the illness of your wife upsets your schedule for golf, see therein the will of God. If, with your husband overseas, you are forced to move with your four children to Washington, rise to the heights and see even in this grim trial the will of God.

The third and final ingredient for our philosophy of life assures us of lasting happiness: "In God's Will is my peace." Given the first two ingredients, the inevitable result should be a never ending happiness. On earth we have a foretaste of heaven by seeing God's will in whatever the need of the hour calls for. Christ said: "I seek not My own Will but the Will of Him who sent Me," and therefore, He was supremely happy, even while nailed to the Cross on Calvary It is not by doing selfishly our own will that we find happiness, but by doing the will of God. Our will is ours to make it God's will. To feel that we are co-operating with God, to realize that we are at this particular moment doing the will of God is to throw a halo of glory around even the washing of the dishes.

000 OUR FATHER IN THE SCHOOLROOM

God is our Father, God is our children's Father, and I ask what would we think of a system, that would allow a child to see his father and mother for one hour a week, and hurry them out of sight and hearing the rest of the time? Our Father, "Who art in heaven," wishes to meet His children every day in the week. So, we believe that Christ must sit beside us as we study, and sit beside the teachers as they teach: and that He must go out with us into the battle of life, and stand by our dying bed to crown us for the good fight we have fought. Most Rev. Moses E. Kiley, Archbishop of Milwaukee.

## New Books for Children

Twinkle, the Baby Colt

Written and illustrated by Lawrence Barrett. Cloth, \$1.25. Alfred A. Knopf, New York,

N. Y., 1945.
Twinkle is charmingly presented both by the well drawn illustrations in soft crayon that fill most of every page and by the lively and graceful narrative. He will be another lovable animal friend of child readers .- S. M. E. The Umbrella Man

By Emma L. Brock. Cloth, \$1.25. Alfred A.

Knopf, New York, N. Y., 1945.
This is a little revival of the homey scenes of life that are becoming rarer. Jennie and Grandmother Twitchell, the circus man, and Farmer Merryweather, and the pushcart man all have their broken umbrellas fixed and mixed by the funny little umbrella man who twiggled his eyebrows as he called for business. - S. M. E. Henry's Lincoln

By Louise A. Neyhart. Illustrated by Charles Banks Wilson. Cloth, \$1.50. Holiday House, New York, N. Y., 1945.

Henry Oaks lived on a farm near Freeport Illinois, in 1858 when Abraham Lincoln and Stephen A. Douglas gave their famous debate there. Henry had to tell his mother and father all about it, so he looked and listened well. He was wearing a Douglas badge, for everybody had been saying great things about the Senator; but he wanted to hear what Old Abe Lincoln had say about the slavery question, because Henry didn't think that people ought to be sold and treated that way. The story and the pictures are very well placed in their natural historical setting. Young people will know Lincoln better. S. M. E.

Mary, My Mother Written and illustrated by Sister Mary Jean

New York, N. Y., 1944.

A lovely book that will make every child, as well as all the rest of the family, love Mary better and know how to honor her better. Beautiful black and white drawings, full of appeal and devotion, lively and playful, are only part of the book's effectiveness. For the story, it is Mary's life told just as a teaching Sister who loves Mary very much will tell that story to little children. The application to conduct is on the same level of delightful enthusiasm and graceful charm. A Perfect Gift Book! - S. M. E. Eben, the Crane

By Alma Savage. Illustrated by Charles Keller. Cloth, 76 pp., \$1.50. Sheed & Ward, New York, N. Y., 1944.

Eben isn't strong enough to migrate with the clan, so he is left behind in the Alaskan winter. His adventures during the next year, as told by Alma Savage, make a lively story full of information and humor and pleasure. It has a lighter touch than Smoozie but the same undertone of sympathy that gives Miss Savage's books their deeper appeal.—S. M. E.

The Wizard and His Magic Powder

By Alfred S. Campbell. Illustrated by Kurt Wiese. Cloth, 114 pp., \$1.75. Alfred A. Knopf, New York, N. Y., 1945. These nine tales are full of the friendliness, the

peace, and the healthful simplicity of the people of Jersey and the other Channel islands. Faith, fairy, and humor give the book the charm of the homely and lovable.—S. M. E. Things to Make from Odds and Ends

Written and illustrated by Jessie Robinson. Cloth, 85 pp., \$2. D. Appleton-Century Co., New York, N. Y., 1945. A book of easy directions and helpful illustra-

tions for each of the suggestions for making things out of paper, felt, dye and paint, twigs, nuts, and all sorts of odds. Such a book would be handy for the home, for the school, the nursery, whereever children can be taught to do things with their hands and their imaginations. — S. M. E.

Warrior in White

By Mary Fabyan Windeatt. Illustrated by Sister Mary of the Compassion, O.P. Cloth, 156 pp., \$1.75. Sheed & Ward, New York, N. Y., 1944. Miss Windeatt's story of John Masias, the South American contemporary and friend of Blessed Martin de Porres, adds another to the list of fine books presenting Catholic heroes appealingly to young readers. The author keeps her easy and pleasant style both in telling the story and in interpreting the principles of the spiritual life which actuate Brother John in his simple life of charity. Adults too can make use of the lessons in simple sanctity portrayed here. -S. M. E.

The Very Good Neighbors

By Irmengarde Eberle. Cloth, 94 pp. \$2.

J. B. Lippincott Co., Philadelphia, Pa.

The story of a Mexican family which found a new home in Texas. They were a friendly, loval family who deserved to enjoy better economic conditions. Second and third graders will enjoy the book.

Liberty for Johanny

By Adelaide H. and John C. Wonsetler. Illustrated by J. C. Wonsetler. Cloth, 278 pp. \$2.50. Longmans, Green & Co., New York, N. Y.

Johanny Detsicker answered the call of a stranger for assistance with his horse. This started a train of events which Johanny, the son of a Pennsylvania Dutch family, never imagined could happen to him. The immediate result of the meeting was the liberation from the stranger's cruel treatment of Domino, a runaway slave boy. To Johanny's great joy the Detsicker family adopted the boy and he became Johanny's constant companion and partner in all his adventures.

The somber tale of the starving ragged continentals of Valley Forge, the patriotic efforts of the neighboring Dutch farmers to feed the soldiers and to sustain their courage, the foiling of General Howe's spy ring, the rejection of Lord North's untimely peace proposal, the cross-ing of the Delaware are the historical highlights of the story. But, obviously, familiar leaders of the Revolution move here also — George Washington, Madcap Anthony Wayne, Admiral Barry, Count Pulaski, and, on the British side, Louis Tremaine and the dashing John André. The lesser incidents are just as engrossing for boys 10 to 15 for whom the book is intended. A swiftly moving, a dramatic story, giving a picture of the time and spirit of the American colonists in their struggle for freedom and of the part two lads—one free, one a slave—played, and by their wit and courage helped the cause of liberty. A timely book, for today we continue to fight against would-be oppressors of individual liberty. - S.M.S.

#### **PUBLICATIONS**

Maryknoll Religion Lessons are valuable teaching aids which may be obtained at small cost from Rev. John J. Considine, M.M., Catholic Foreign Mission Society, Considine, M.M. Maryknoll, N. Y.

Marymoni, N. x.

Ten-Age Centers: A Bird's-Eye View and Living
Memorials are pamphlets published by the National
Recreation Association, 315 Fourth Ave., New York 10, Y. 10 cents, Teen-Age Centers discusses ways and means for organizing recreation centers. Living Memorials presents plans for community recreation buildings.

Don Bosco, Apostle of Youth, by Wm. Kelley, S.C., a 48-page booklet in popular style, summarizing the life of the founder of the Salesian Fathers. It will be an

life of the founder of the Salesian Fathers. It will be an excellent addition to your shelf of vocational literature. Published by Don Bosco College, Newton, N. J.

Timeless Topis, published for children by The Catechetical Guild, 128 E. Tenth St., St. Paul 1, Minn., last year offered prizes totaling more than \$2,000 for essays on St. Bernadette. Billy Smith, of grade 11, St. Joseph's Academy, Chillicothe, Mo., won first prize of \$500 in one. division.

Lowering the Voting Age is a new book in the Wilson Reference Shelf for Debaters, including the arguments pro and con. 237 pp. \$1.25 H. W. Wilson Co., New York 52, N. Y.

## New Books of Value to Teachers

Guiding the Normal Child

By Agatha H. Bowley. Cloth, 174 pp. \$3. The Philosophical Library, Inc., New York, N. Y. This work is a purely medical description of children's development from birth to adolescence.

The Philosophy of Catholic Education
By William J. McGucken, S.J. Paper, 48
pp. The America Press, 70 East 45th St.,
New York 17, N. Y.
This pamphlet summarizes the author's vigor-

ous books and articles on the fundamentals and objectives of education. Conscription is Not the American Way

Paper 37 pp. The America Press, 70 East 45th St., New York 17, N. Y. College faculty members point out the moral,

educational, and political dangers of compulsory military service. Vitalized Physics

By Robt. H. Carleton. Edited by Michael N. Idelson. Paper, 384 pp., illustrated. 80 cents. College Entrance Book Co., New York 11, N. Y.

This is the fifth printing (July, 1944) of a modern popular textbook with war motivation. of red in addition to the regular black type and lines is introduced to set out important items in formulas, diagrams, etc. Special attention is given to aeronautics, machines, radio, meteorology, and electricity.

Directed Study Guide in General Science

(Book 3)

(BOOK 3) By Davis, Hutchings and Sharpe. Edited by W. J. Transne. Paper, 325 perforated pages, illus-trated. \$1. College Entrance Book Co., New York 11, N. Y.

This study guide and workbook is designed for use with any textbook. Arranged on the unit plan, each of 11 units is divided into assignments, to reduce the amount of homework and to supply the necessary exercises for a full year's course. A series of unit tests are bound separate from the workbook. Discovery Problems in Chemistry

By Eckert, Lyons & Strevell. Paper, 352 pp., illustrated, perforated. \$1.08. College Entrance

Book Co., 104 Fifth Ave., New York 11, N. Y. A comprehensive workbook and laboratory manual for use with any textbook in chemistry. Specific page references to 14 standard textbooks are printed and the publishers will supply references to other textbooks. There are plenty of exercises and problems well presented. A series of unit tests are bound separately.

Consumer Chemistry By Ransom, Chiocca, van Reen & Heimers.
Paper, 36 pp., 75 cents. New Jersey State Teachers College, Upper Montclair, N. J.
A descriptive list of charts, exhibits, films,

slides, filmslides, pictures, publications, and recordings, on many phases of practical chemistry, well classified and indexed. School Census, Compulsory Education,

Child Labor

Bulletin 1945, No. 1 of the Federal Security Agency and the U. S. Office of Education. Paper, 204 pp., 30 cents. Supt. of Documents, U. S. Govt. Printing Office, Washington, D. C.

This is a convenient handbook for school administrators and others, outlining the laws of the individual states regarding the school census, compulsory education, and child labor.

Catholic Colleges and Schools in the U. S.

Published by the National Catholic Welfare Conference, Department of Education, 1312 Massachusetts Ave., N.W., Washington 5, D. C., 1944. Cloth. 25 cents.

Here is the result of a survey made in 1941-42. A general description of Catholic educational institutions includes types, control, faculty, the student body, fellowships and scholarships, etc. The schools are listed tabularly. The same is done for diocesan teachers' colleges and normal schools. Each college is given an individual listing with names of the organization in charge

and the president, and a description.

There are lists of high schools with information tabulated and individual descriptions of boarding academies, schools for the handicapped, military schools, schools for blind or deaf, high schools for Negroes; Indian schools, summer camps for boys, and diocesan superintendents

of schools.

Better Teaching Through Testing

By M. Gladys Scott and Esther French. Cloth,
255 pp. \$2.50. A. S. Barnes & Co., New York
18, N. Y.

This is subtitled "A Practical Manual for the
Physical Education Teacher." Its purpose, the
authors say, is "to give a nontechnical discussion of the testing procedure . . . [and] a background for test construction, selection, and use. This background is practically identical for . . . either boys or girls. A few tests described herein are for girls only . . . few tests described herein are tor girls only . . . few tests are given specifically for boys." Subjects discussed include uses, char-acteristics, administration, measurement of skill, evaluation of physical fitness, motor ability, achievement, etc.

Conditioning Exercises for Girls and Women By Anne S. Duggan, Mary E. Montague, and Abbie Rutledge. Cloth, 126 quarto pages, illus-trated. \$2.50. A. S. Barnes & Co., New York 18, N. Y.

Intended to supply conditioning exercises with piano accompaniment. Contains: lesson plans outlines; suggestion for demonstrations; methods for organizing classes; conducting and evaluating; and conditioning exercises.

The Eucharist: The Life of the Church

By Rev. Bede Lebbe, O.S.B. Paper, 46 pp. 18 cents. The Liturgical Press, St. John's Abbey,

Collegeville, Minn.

This basic restatement of the doctrine of the Eucharist seeks to strengthen the logic and order of our piety. It centers the argument around the Mass.

Meditations on Eternity for Religious

By Ven. Mother Julienne Morell, O.P., from the second edition, revised and edited by Father the second edition, revised and edited by Father Ronsset, O.P. Translated from French by Dominican Nuns. Cloth, 160 pp. Frederick Pustet Co., New York 8, N. Y.

The Life of Pope Pius XII

By Charles Hugo Doyle. Cloth, 258 pp. \$3.

Didier, 660 Madison Ave., New York 21, N. Y.

This excellent reportial account of the life of the present Populif emphasizes almost equally.

the present Pontiff emphasizes almost equally his statesmanship, his spiritual labors, and his personal sanctity.

### DISPLAY MATERIAL FOR CATHOLIC BOOK WEEK

The Bruce Publishing Company, 540 North Milwaukee St., Milwaukee 1, Wis., has an-nounced that 2000 folders or portfolios of display material have been prepared for distribution to schools, libraries, and other interested organiza-

Each folder contains two copies of the official poster, a selection of book jackets, pictures of Catholic authors, biographical sketches of authors, and descriptive reviews of new books.

School librarians and others in charge of Catholic Book Week programs are invited to apply early. A government post card is all that is neces sary. You are welcome to your set as long as the supply lasts. Conjection of the mail may prevent late applicants from getting their material in time for Book Week.

Announcements from other publishers have not reached the editors of THE CATHOLIC SCHOOL JOURNAL, but we know that all publishers of Catholic books and other books will be glad to receive your request for display material related to their books.

National Liturgical Week, 1944
Edited by Rev. D. M. Ducey, O.S.B. Paper, 173 pp. The Liturgical Conference, Chicago.

This report includes the sermons and addresses delivered to the December, 1944, Conference in New York City and five papers read at St. Meinrads in October, 1944. A practical bibliog-raphy of books and pamphlets on liturgical subjects is appended. Bay Mild

By L. J. Kintziger. Cloth, 224 pp. \$2. The Bruce Publishing Co., Milwaukee 1, Wis.

This is the first novel of the author. It tells

the story of Bay Mild, the son of a fisherman in Michigan. The boy suffered because of his ragged clothes and lack of companionship, but was determined to make a success of his life. The story tells about his mistakes and his dreams and what came of them.

and what came of them.
Further Discourses on the Holy Ghost
Compiled and edited by Rev. L. M. Dooley,
S.V.D. Cloth, 224 pp. \$2.50. Frederick Pustet Co.,
New York 8, N. Y.
Here are 20 discourses for adults and five for
children to which is added a bibliography of
books and pamphlets. About 21 authors are
represented. This book should be popular.
The Holy Sacrifice.

The Holy Sacrifice

By Rev. Peter Wachter, O.S.B. Cloth, 288 pp. \$2.50. Frederick Pustet Co., New York 8, N. Y.

Father Wachter, for nearly 30 years, was a novice master, during which time one of his chief concerns was to find Scripture quotations to increase love for the Holy Mass. He continued his concern for inspiring love for the Mass in his later missionary work. He writes primarily for the laity, but both priests and religious are assured that the book will be profitable for their own devotion and the help it will give them in their teaching. Between Heaven and Earth

By Franz Werfel. Cloth, 252 pp. \$3. The Philosophical Library, New York, N. Y. This sincere confession of belief in a personal God and of man's tendency toward Him is based on lectures.

Royal Charter Published by Marygrove College, Detroit, Mich., is a reprint of the 1945 commencement number is a reprint of the 1945 commencement number of The Watch Tower, the college magazine. This issue is devoted to a study of the Church in education from the beginning to the present day. Thus Royal Charter takes its place with similar studies issued previously; 1942, The Jesuit Reductions of Paraguay; 1943, Quest of the Centuries: Peace; 1944, Saga of Service (American Higgs et al., 2018). ican Hierarchy).

#### PUBLICATIONS IN PAPER BINDING

The United Nations Charter

A pamphlet report issued by the Post War World Committee of the Catholic Association for International Peace, urging us to work for the improvement of the Charter. Address: 1312 Massachusetts Ave., N.W., Washington 5, D. C.

Massachusetts Ave., N.W., Washington S, D. C.
Strange Victory
By William J. Langman, S.J. A play about
Miguel Pro. Non-royalty, 50 cents, Publishedby the Catholic Students' Mission Crusade,
Shattuc Ave., Cincinnati 26, Ohio.
Geographic School Bulletins
The first issue for the current school year of

The first issue for the current school year of the National Geographic Society's Geographic School Bulletins will reach teachers about October 1. Last year nearly 35,000 teachers received these weekly illustrated bulletins describing people and places from all corners of the world which were at the time in the news. These bulletins are a gift of the Society to education. Teachers are asked to pay only 25 cents for a year which merely covers the cost of mailing and handling, not of publication. Place your order with the National Geographic Society, Washington 6, D. C.

# Catholic Book Week Poster Contest



Mary Jane Laschenski, Notre Dame Catholic Girls' High School, Moylan (Rose Valley) Pennsylvania, whose poster won second place in the high school group of entries.

#### CONTEST WINNERS

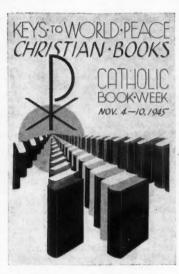
The official poster for Catholic Book Week selected in the poster contest sponsored by the Catholic Library Association and The Catholic School Journal is the entry of Cecilia De Donder, 21-year-old student of St. Mary College, Xavier, Kans. Her poster was chosen unanimously by the judges as the most excellent design and interpretation of the Catholic Book Week theme, "Keys to World Peace—Christian Books." Miss De Donder, who is a sophomore in college with a major in art, will receive seventy-five dollars in war bonds for her winning entry. As the official symbol of Catholic Book Week, Miss De Donder's poster will be given national publicity and will be displayed in libraries, schools, and bookstores throughout the country. Sister Theresa, chairman of the department of art at St. Mary College, supervised Miss De Donder's work. The school is in charge of the Sisters of Charity of Leavenworth.

#### Second Prize

The poster winning fifty dollars in war bonds for second place was that of Sister Mary Damian Schiltz, O.P., student of Siena Heights College, Adrian, Mich. Her work on the poster, which is reproduced above, was supervised by Sister Mary Helene, O.P. The school is conducted by the Dominican Sisters.

#### High School Awards

Because of the quality and merit in the posters submitted, contest officials felt that there was a need for added recognition beyond first and second place; hence this year they instituted special third and fourth prizes which were awarded to Anne Lear and Mary Jane Laschenski. Miss Lear, who is 14 years old and a student in Catholic Girls' High School, directed by the Archdiocesan clergy in Los



Second Prize poster in the Catholic Book Week Poster Contest which was submitted by Sister Mary Damian Schiltz, O.P., novice and student at Siena Heights College, Adrian, Michigan.

Angeles, Calif., received a twenty-five dollar war bond for her poster which she designed under the supervision of Sister Mary Solana. A student at Notre Dame Catholic Girls' High School, Moylan (Rose Valley), Pa., conducted by the Sisters of Notre Dame de Namur, Miss Laschenski, 17 years old, was the winner of fourth place and a twenty-five dollar war bond.

#### Honorable Mentions

Students who received the eight honorablemention awards of book certificates and their



Cecilia De Donder, St. Mary College, Xavier, Kansas, winner of the first prize, whose poster is included as a supplement in this issue of the Catholic School Journal.



Anne Lear, Catholic Girls' High School, Los Angeles, California, won the first place in the high school group of entries.

faculty supervisors are: Alice Gillespie, Catholic Girls' High School, Los Angeles, Calif., Sister Mary Solana; Ann Theresa McMonigle, Notre Dame Catholic Girls' High School, Moylan (Rose Valley), Pa., Sister Marie St. William, S.N.D.; Mary Ophelia Soto, Immaculate Heart College, Los Angeles, Calif., Sister Magdalen Mary; Charles Kroeger, Jerome McCarthy, and William John Stiens, all of Purcell High School, Cincinnati, Ohio, Brother Louis A. Weber, S.M.; Charlotte Heitz and Betty Szakel, St. Mary Academy, Indianapolis, Ind., Sister M. Dolorita, O.S.F.

### KEYS TO WORLD PEACE— CHRISTIAN BOOKS

This marks the first anniversary of The Catholic School Journal—Catholic Library Association Poster Contest to secure the official Catholic Book Week poster. Conceived last year as a means of arousing interest among high school and college students in Catholic Book Week as well as to reward merit in poster design, the response this year was announced as very satisfactory. It was also felt that a little more selective work had been done in the schools themselves.

Planning their posters around the theme "Keys to World Peace—Christian Books," those who submitted posters seemed to prefer a broad interpretation of the slogan. The theme was not expressed with books on specific problems of peace, but, instead, woven into the designs, were all classes of books from the philosophical tome to the gay novel in which are found Christian principles. The posters as a whole seemed to suggest that peace will come, not from artificial pacts and standing armies, but only from a wide understanding of the Christian doctrines of human relationships based on justice and charity—keys to world peace.

# Catholic Education News

#### RURAL-LIFE INSTITUTES

In lieu of a national convention, the National Catholic Rural Life Conference, sponsored one-day institutes at summer schools of 75 colleges. typical institute was held at Mount Mary College, Milwaukee, Wis.

Father Goebel gave six lectures at the recent Institute of Catholic Teachers of the Archdiocese of Boston. His general topic was the contribution

of Catholic schools to the American way of life. Rev. Louis Zirbes, of North Lake, Wis., the Milwaukee archdiocesan director of rural life and treasurer of the national conference, was in charge of arrangements and Rev. Anthony charge of arrangements and Rev. Anthony Adams, S.J., of the Jesuit High School, Prairie du Chien, Wis., was in charge of the program, while Sister M. Dominic, S.S.N.D., dean of Mt. Mary College, was director of the institute.

Speakers discussed backgrounds of the rurallife movement, suggested means of improving rural conditions, and considered special problems of the rural church and school. A discussion of religious instruction was outlined by Sister M. Ermina, S.S.N.D., assistant to the commissary general and director of the rural vacation schools of the School Sisters of Notre Dame. These topics included the plan for religious schools outlined by the Confraternity of Christian Doctrine, the most important Bible stories for various ages, and the teaching of prayers to children.

Training for life on the land was considered under these headings: education, recreation, and postwar problems in rural life. Specific questions were: How can we train young people to life on the land and at the same time prepare them for possible living in the city? What are the recreational values of the 4-H program and of hobby programs in general? What are the main difficulties facing young people returning to rural life from service or war jobs?

# SEVENTH ANNUAL CONFERENCE OF THE BROTHERS OF THE CHRISTIAN SCHOOLS

The seventh annual conference of the Brothers of the Christian Schools was held in Ocean City, N. J., on August 7, 8, and 9, 1945. The theme of the Conference was: "Subject Matter Objectives in Relation to our Educational Program. program as carried out by the Christian Brothers in the United States includes parental schools, elementary schools, junior high schools, senior high schools, junior colleges, colleges, and scholasticates for the higher education and pedagogical training of the Brothers. The principal scholasticate is De La Salle College, associated with the Catholic University of America in Washington, D. C.

During the general sessions and the sectional meetings of the Conference, the papers read by a representative from one province and then dis-cussed by delegates from two different provinces, of the five in the United States, included English by Brother Hubert Arthur, Evanston, Ill.; Mathematics by Brother Felix John, Phila-delphia; Commercial Subjects by Brother Columban Walter, Staten Island, N. Y.; Religion by Brother Ephraim Clementain, Philadelphia; Social Studies by Brother Jerome, Saint Mary's College, Calif.; Science by Brother Cletus Sylvester, Brooklyn, N. Y.; Languages by Brother N. John,
Lake Charles, La.; and Industrial Arts by
Brother Angelus Eugene, Lincoln Hall, N. Y.
Brother Hugh Elzear, Saint Mary's College,

Winona, Minn., read a paper in which he presented the accomplishments to date of the advosented the accompusaments to date of the advo-cates of Compulsory Military Training in the United States. Brother Dominic Luke, La Salle College, Philadelphia, read a paper, "Legislation on Welfare Work" in which he discussed phases of proposed federal legislation that will affect financial administration in non-profit institutions

The concluding paper of the Conference, and undoubtedly the paper of primary importance for this body of religious educators, whose life work

is the Christian Education of Youth, was read by Brother Charles Henry, president of De La Salle College, Washington, D. C. This paper bespoke a careful study of the progress and development of the work of the Christian Brothers in the subject matter and the methods used in teaching religion in their various types of schools in the United States.

The spirit that permeated the general discussons, as well as the papers read, was very well expressed by Brother Augustine Philip of Manhattan College, N. Y., when he said, "As educators, we should seek to develop the intellectual faculties of the student as against mere memorizing; we should develop in the student his sense of appreciation, that sense of appreciation that comes from within. If it be English literature" Brother Augustine Philip said, "we can prepare the student for a sense of appreciation by developing in him an understanding of the piece of literature studied."

The Conference was honored by the presence of the Most Honorable Brother Abban Philip, assistant vicar-general of the Institute of the Brothers of the Christian Schools, who opened the Conference with the blessing and greetings of the Most Honorable Brother Arese Casimir, vicar general, now at the mother house in Rome, and with the plea that the Brothers always animate their work with the Spirit of Faith which their Founder, Saint John Baptist De La Salle, made the spirit of their Institute. He also emphasized, in the course of his talk, these basic points: Pro Deo, Pro Patria and Pro Lege, as found in the educational bulletin recently sent to the Brothers in the United States by their Vicar

Brother I. Damian, president of the Conference, began his presidential address with a mesgreeting for the Most Honorable Brother Abban Philip, and with a renewal of the loyalty and devotion of the Christian Brothers in the United States to their Most Honorable Brother Vicar General. Brother G. Paul, provincial, then the Brothers of the Baltimore Province.

The newly elected officers are: President, Brother V. Ralph, California Province; Vice-President, Brother Benildus, New Orleans-Santa Fe Province; Secretary General, Brother Hugh Elzear, Saint Louis Province. Brother I. Damian, retiring president, is ex-officio, a member of the Executive Committee of the Conference for the next two years.

#### CONTINUE THE SAVINGS PROGRAM

Our boys and girls in the service of their country did not come home on V-J Day. Of course not; there is much—very much—left for them

Our government did not stop all spending for war needs on V-J Day. Of course not; the needs of our armed forces and our government agencies remain great, although not quite as urgent as

they were a few weeks ago.

In fact, there is now added to the still large current bill for the upkeep of our armed forces another no less important obligation upon our government of overseeing the conversion of our needs of peacetime production.

It is imperative that we avoid the menace of inflation or deflation which produced much hard-ship here after World War I and was an imporfactor in wrecking Europe and bringing on World War II.

Inflation will surely result from an uncontrolled scramble to buy everything we want now, regardless of the scarcity of many of these products. A mad rush to buy with a willingness to pay whatever price is asked, means a sellers' market in which the consumer is at the mercy of the producer and the merchant. It means that prices rise to incredible heights — destroying all our savings and reducing millions of people to poverty. Wouldn't that be a tragic outcome of the desperately hard work of our people in the production

of war materials?
The one sure way to forestall such tragedy is to continue the habits of saving taught so stren-uously during the war. Save part of your income each week. Lend it to your government at inter-Keep on buying bonds.

The Treasury Department is asking our schools to get on the job in support of the coming Victory Bond drive.

First, complete a campaign for your school to finance one or more \$3,000 hospital units through school savings before Christmas.

Second, your school should qualify, by October 12, for the Treasury's School Flag, showing that at least 90 per cent of the students are saving regularly. A special "We Finished the Job" citation and insignia for school flags will be presented to schools which maintain 90-per cent participation during the winter and spring.

# PEACETIME DRAFT A SYMBOL OF MILITARISM

A warning against use of peacetime military training as a weapon of power politics was sounded at the Summer School of Catholic Sounded at the Summer School of Catholic Action, at Fordham University, New York City. The speaker was Rev. Robert A. Graham, S.J., New York, secretary of The Committee of a Just World Order, Institute of Social Order. "There are numerous signs," the speaker pointed out, "that many who boast that they want to do their share in preserving peace have nothing else in mind than the old power politics that got us into this war. We don't seem to have learned that those who talk war will get war. Now we find that an under-secretary of state, Mr. Grew, tells us that we need peacetime conscription 'because it will strengthen the hand of the State Department in its diplomacy,' What kind of business is this? Is America now to succumb to the sabre-rattling that we condemned all during the days before the war? Even if America needs a much larger Army and Navy after this war does this mean we have to ape Europe by adopting what Josephus Daniels has termed the 'broken, discredited stack of conscription?

"Catholics are not against adequate defense commensurate to our legitimate security needs. But they don't like to fight a war to do away with militarism and have this very symbol of sabre-rattling. That is why Mr. Grew wants it 'to strengthen the hands of the State Department.'
"We are witnessing history given a new ver-

sion. Now we are being told it is unpreparedness that invites war. The facts of history are that Europe was never so prepared for war as in 1914. And to say that France was not prepared for war in 1939 is to deny the value of the universal conscription which France had.

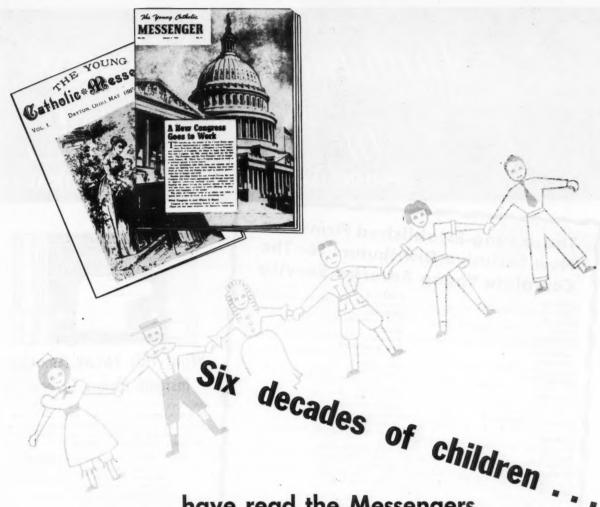
"Let us not fool ourselves. One reason why universal peacetime military training is being urged upon this country is for its use as a weapon in a new kind of power politics. That this time it is the United States that is playing the games doesn't make it any better or safer than it turned out to be for Europe.

We want adequate national defense but we don't want a system like conscription introduced just for its value in 'strengthening the hand of the State Department.' That smells too much like the old game that European diplomats tried to play. As for our 'playing our part in maintaining the peace of the world,' America can do that a lot better by not starting the world on a new armaments race."

#### Let the Church Be Heard

"There are some who say the Church ought to keep out of politics, especially international politics," Father Graham declared, in another lecture. "That isn't what they told us during the war when they wanted and needed to mobolize the

(Continued on page 22A)



# have read the Messengers

Sixty years ago Catholic children began reading a new kind of periodicalthe Young Catholic Messenger, the first Catholic youth publication issued in English in America. The date was May, 1885. A young printer, George Pflaum, Sr., delivered the first issues himself to the post office, after turning them out on a foot-driven press. Today there are six Messengers, each performing its specialized function in the elementary grades. They now reach more than a million Catholic pupils in the United States and Canada.\*

"The Young Catholic Messenger is still young, vigorous, and informative as it comes to its Diamond Anniversary . . . May you long enjoy the confidence of the Church as she places her youth in your efficient, constructive hands," writes the Most Rev. Eugene J. McGuinness, Coadjutor Bishop of Oklahoma City, one of more than 60 Bishops who sent messages of felicitation. On this occasion the Publisher pledges a continuation of the pioneer spirit that brought forth the first MESSENGER sixty years ago. Additional descriptive material and sample issues will be sent without cost on request.

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bring you a wealth of stimulating and practical material. They show how to prepare your students for film showing, how to invite comments, promote discussion, and check results.

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# Catholic Education News

(Continued from page 240)

home front. The government told us that there were moral issues at stake in the war. The British Government had a special propaganda service en-titled 'The Spiritual Issues of the War.' The Office of War Information had special releases which went to religious organizations. Churchill and Roosevelt told us that the cause of religion and morality was the basic issue. Now that the European war is over, there are some who want us to stay within the sanctuary, where we won't disturb the politicians at their work. But if there was any reason why religion should make itself heard in wartime, there is still more reason why its voice should be raised in the crucial days of peace, when its counsel is needed to steer society back into creative and lasting values."

#### SYMPHONY BROADCASTS

The General Motors Symphony of the Air, featuring the NBC Symphony Orchestra, has announced the following programs from Sept. 23 to Oct. 21. The programs are presented each Sunday over NBC stations from 5:00 to 6:00

Sunday over NBC stations from 5:00 to 6:00 o'clock Eastern War Time.

Sunday, Sept. 23: I. Overture to The Merry
Wives of Windsor—Otto Nicolai, II. (a) Ritorna
Vincitor from Aida—Giuseppe Verdi (b) So
Sweet is Shee—Traditional. (c) Let My Song
Fill Your Heart—Ernest Charles. Soprano
Soloist—Paula Lenchner. III. Three pieces from Gayanye — Aram Khachaturian. 1. Dance of the Pink Maidens. 2. Lullaby. 3. Sword Dance. IV. Piano Concerto No. 1 in E-Flat Major — Franz Liszt. (Played without pause.) Piano Soloist — Eunice Podis.

Sunday, Sept. 30: I. Classical Symphony in D Major, Op. 25 — Serge Prokofieff. 1. Allegro.

Larghetto. 3. Gavotte — Non troppo allegro.
 Molto vivace. II. (a) Sound an Alarm from Judas Maccabaeus — George Frideric Handel. (b) Rachel, Quand Du Seigneur from La Juive — Jacques Halévy. Tenor soloist — Jan Peerce. III.

Der Rosenkavalier Suite — Richard Strauss.

Sunday, Oct. 7: I. Overture to Abu Hassan

— Carl Maria von Weber. II. Charolae-Prelude —

Herzlich Thut Mich Verlangen — Johann Sebastian Bach. (Arranged for strings by Eric De Lamarter.) III. Symphony No. 4 in F Minor — Peter Ilyitch Tchaikovsky. 1. Andante sostenuto — Moderato con anima. 2. Andantino in modo di canzona. 3. Scherzo: Pizzicato ostinato. 4. Finale: Allegro con fuoco.

Allegro con fuoco.

Sunday, Oct. 14: I. Symphony No. 5—Don
Gillis. 1. Slowly—Fast. 2. In Memoriam: Slowly.

3. Quite Fast—With Force and Drive (First
Performance). II. The Carousel Waltz—
Richard Rodgers. III. Hora Staccato—Grigoras
Dinicu (Arranged by Jascha Heifetz). IV. Polka
and Fugue from Schwanda—Jaromir Wein-

Sunday, Oct. 21: I. Carneval Overture— Antonin Dvorak, II. Symphony No. 5 in E Minor ("From the New World") — Antonin Dvorak, 1. Adagio — Allegro molto. 2. Largo. 3. Scherzo; Molto vivace, 4, Allegro con fuoco.

#### PERSONAL NEWS ITEMS

CIJ SISTER WILLIAM MARIE, who pronounced her vows, July 31, at the Notre Dame Motherhouse, Baltimore, is the fifth child of Mr. and Mrs. William J. Reilly of Riverdale, N. Y., to enter the religious life. The others are Brother Patrick J. Reilly of the Irish Christian Brothers; Sister M. Alexine and Sister M. Lalande of the Sisters of Mercy; and Sister M. Joachim of the School Sisters of Notre Dame. There are two other children Joseph and William the latter in the

Sisters of Notre Dame. There are two other children, Joseph and William, the latter in the United States Army.

II THEODORE MAYNARD, the well-known Catholic convert author, is reported to be extremely ill in an eastern hospital. Some of his books include: Apostle of Charity, The Odyssey of St. Francis Xavier, The World I Saw (his autobiography), Queen Elizabeth, The Story of American Catholicism, The Reed and the Rock, and Too Small A World (biography of Mother Francesca Cabrini).

Cabrini).

(I Rev. P. Carlo Rossi, S.J., professor of Romance languages at the University of San Francisco, has gone to Brazil for ten months to carry the State Department of the U.S.

the State Department of the U. S.

(II CAPTAIN MAURICE S. SHEEHY, Catholic chaplain in the Navy since Pearl Harbor, on leave of absence from the teaching staff of the Catholic University of America, gave the V-J address at ceremonies of thanksgiving in the National Shrine of the Immaculate Conception at the University.

(II VERY REV. MSGR. FREDERICK G. HOCHWALT, displayed to the Conception of the Conception at the University. director of the department of education of the N.C.W.C., addressed students of the summer session at the Catholic University of America on "Educational Legislation Pending before Congress." He reviewed 13 educational bills now before Congress, some of which vitally affect Catholic edu-

In the schools of the Diocese of Natchez (Mississippi) last year, about 32 per cent of the enrollment was non-Catholic—10 per cent in white schools and more than 57 per cent in Negro schools.

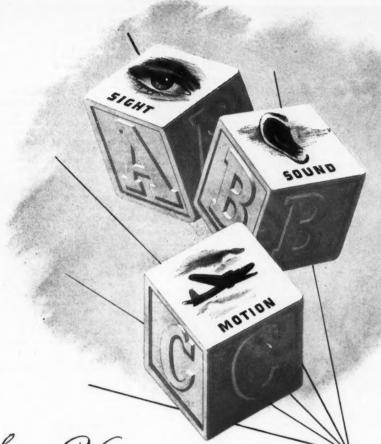
In the diocese more than 10,000 children were enrolled in 39 schools, an increase of 2396 during the past five years.

#### Appointments

@ REV. WILLIAM C. MEEHAN, O.P., professor of economic and business administration at Providence College, Providence, R. I., has been appointed administrative treasurer of the college. He succeeds Rev. Vincent C. Dore, O.P., who recently was named dean of studies.

REV. VINCENT C. DORE, O.P., head of the

(Continued on page 24A)



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# Catholic Education News

(Continued from page 22A)

department of sociology of Providence College, Providence, R. I., and a panel member of the New England Regional. War Labor Board, has been named dean of the college, succeeding the late REV. ARTHUR H. CHANDLER, O.P.

(II REV. LEO J. MCCORMICK is the new superintendent of schools for the Archdiocese of Baltimore—Washington. He succeeds the late Rr. Rev. Msgr. John I. Barrett who died last June. (II Very Rev. Willliam L. Keleher, S.J., is the new president of Boston College, Newton, Mass. (II Very Rev. William J. Healy, S.J., is the new president of Holy Cross College, Worcester, Mass.

■ REV. JOSEPH R. N. MAXWELL, S.J., is the new rector of Cranwell Preparatory School for Boys, at Lenox, Mass.

#### Ad Multos Annos

E Seven Sisters celebrated their golden jubilee and nine their silver jubilee at the Convent of St. Francis of Assisi, Milwaukee, Wis., on August 2. The golden jubilarians were Sisters Sabel, Jerome, Raymond, Philomene, Casimir, Henfietta, and Salesia. The silver jubilarians were Sisters Nicoletta, Victorine, Seraphine, Siegfried, Aloysius, Francella, Ligouria, Miriam, and Eliver.

and EUNICE.

(II Rev. James J. Waace, S.J., assistant director at Manresa House of Retreats, New Orleans, observed his golden jubilee, August 22. Father Waace was formerly vice-president of Spring Hill College, a missioner in Texas, regent of the dental school of Loyola University of the South, and pastor of the Southern Conference of the Ameri-

can Catholic Philosophical Association.

[I] SISTER M. FELICIA STAMM, S.S.N.D., a teacher of music at St. Alphonsus School, Chicago, for nearly 20 years, celebrated her silver jubilee on August 13.

#### Requiescant in Pace

@ BROTHER ADELARD GAUTHIER, a teacher with the Clerics of St. Viator for 40 years, died at Montreal on his sixty-fifth birthday and the 48th anniversary of his first vows. He was a specialist in the teaching of English and the author of Steps in English.

Steps in English.

(II Rev. Robert M. Brooks, S.J., head of the department of classical languages at Loyola University, New Orleans, recently was found dead shortly after he had announced that he was too ill to say an early Mass. He was born in Galveston, Texas, 68 years ago, and observed his golden

ton, Texas, of years ago, and observed his golden jubilee as a Jesuit in 1944.

Ill Sister Madeleine Morris, American secretary for the two provinces of the Daughters of Charity of St. Vincent de Paul in the United States, died, July 23, at the mother house in Paris, where she was arranging for the distribution of supplies sent to France by the N.C.W.C.

tion of supplies sent to France by the N.C.W.C. She was a sister of Most Rev. John J. Morris, bishop of Little Rock.

(II MOTHER MARY STEPHEN, a member of the Sisters of St. Anne of Lachine for 78 years, died recently at Montreal, Quebec, in the 101st year of her age. She taught at Oswego, N. Y., for several years and then served in the missions of Patitic Columbia and Aleks

British Columbia and Alaska.

[ SISTER M. BROUNHILDA, S.S.N.D., a teacher at Holy Name School, Sheboygan, Wis., died recently at the age of 63.

[ BROTHER BRENDAN CHARLES, a member of the Christian Christian Charles, a member of the Christian Christian Charles, a member of the Christian Charles, a member of the Christian Christ

the Christian Brothers order for 60 years, died August 9, at St. Louis, Mo., of a heart ailment. He was 81 years old and was a non-teaching member of the faculty at Christian Brothers College the last five years.

#### SIGNIFICANT BITS OF NEWS

Vocations Among Service Folk
The St. Patrick's Club, for deferred vocations, which has been quite successful in New York, is recommended for persons in the armed forces who plan to embrace a religious life in an article by the spiritual director of the Club, Rev. Edward F. Garesché, S.J., writing in Chaplains' Service, a free publication of the Queen's Work Sodality Office in St. Louis, Army and Navy chaplains and others may obtain information about the Club from Xavier High School, New York City.

Memorial to St. Louise

The Ladies of Charity of Washington, D. C., are promoting a fund for a stained-glass window in commemoration of St. Louise for the National Chains of the Immediate Conception at the Shrine of the Immaculate Conception at the Catholic University of America, Miss Marian T. Leahy, of Elmhurst, N. Y., has won the prize for a design for the window. St. Louise was the cofoundress, with St. Vincent de Paul, of the Ladies of Charity.

Teaching Aviation
Twelve juniors majoring in aviation at Ohio
State University have been assigned to a six
months' tour of duties with Transcontinental &
Western Air, Inc., after receiving two weeks of preliminary instruction from a representative of the public-relations department of TWA. Study Credit Unions

The teaching of the principles of credit unions ani the promotion of the movement has, for some time, been an active feature of the many-sided work of the Queen's Work Sodality Headsided work of the Queen's Work Sodality Head-quarters in St. Louis, Mo. As an illustration of the importance attached to the Credit Union movement in modern life, a Mission Institute was held at St. Louis University, July 2 to August 3, in which the function and organization of credit unions were stressed. The Institute was attended by veteran missionaries from India, China, (Continued on page 26A)

# any budding Scientists in your Senior Class?

IF ANY OF YOUR SENIORS show exceptional scientific aptitude, by all means encourage them to enter the Fifth Annual Science Talent Search, conducted to discover the most promising youthful scientists of tomorrow. \$11,000 in Westinghouse Scholarships will be awarded to winners—plus 260 Honorable Mentions which often result in scholarship offers from other sources.



# Science Talent Search aptitude tests

Entrants in the Science Talent Search must first take an aptitude test... which determines their range of scientific knowledge, reasoning powers, and general aptitude. High School Seniors — both boys and girls — can take this test right in your own school,

early in December.

# **Essays on Scientific Projects**

Contestants must also write a 1,000-word essay on the topic, "My Scientific Project"-stating just what they are now doing, or plan to do, in experimentation or research. These essays must be submitted no later than December 27, 1945.





# Trips to Washington, D. C., for 40 Finalists

Judges then select 40 finalists who are invited to attend the Science Talent Institute at the Nation's Capital—as guests of Westinghouse. The chance of a lifetime for your Seniors to attend the Science Talent Institute, meet famous scientists, visit places of national interest!

# \$11,000 in Scholarships to Winners

While in Washington they will be interviewed by judges who will award two \$2,400 Westinghouse Grand Science Scholarships — to the most talented boy and girl — and other Westinghouse Scholarships of a total value of \$6,200. The Annual Science Talent Search is sponsored by the Westinghouse Educational Foundation and conducted by Science Clubs of America.

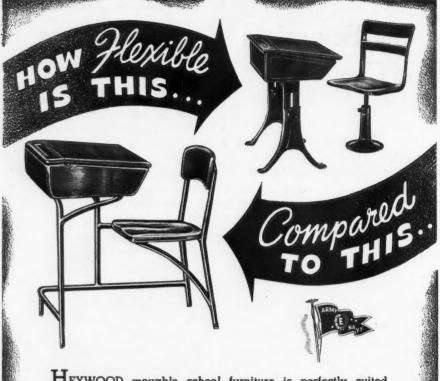


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Science Clubs of America (CS-105) 1719 N. St., N.W., Washington 6, D.O.	C.
Please tell me how I can arrange to hav in the Fifth Annual Science Talent Sea students who may enter the competit	arch. I have (number)
Name(Please type or print)	Position
School	
School Address	
City Zone	State



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# WOOD-WAKEFI ool Furniture MASSACHUSE

# Catholic Education News

(Continued from page 24A)

British Honduras, Jamaica, the Philippines, and the Sioux Indian Missions. The course was sponsored by the Institute of Social Sciences of the Institute of Social Order, of which Rev. Leo C. Brown, S.J., is director.

International Policies at S.S.C.A.

The people setter than the politicipus should.

The people, rather than the politicians, should dictate international policy, said Rev. Robert A. Graham, S.J., at the Summer School of Catholic Action held during the week of August 26, at Chicago. Father Graham, a recognized authority on international relations, is secretary of the Committee of a Just World Order, Institute of Social Order.

"There is no doubt," Father Graham pointed out, "that public opinion is more likely to be moved by a sense of fair dealing and justice than are politicians and statesmen. A raw deal, no matter how profitable, sits ill with public opinion. Public opinion is a 'coward to its own conscience.

"But up to now politicians have been embark-ing on policies, which they then try to justify to the people on moral grounds. If international morality is to have any effect in the world, it is the people who should dictate the policy, based on a moral sense."

Race Relations and Democracy

Rev. John La Farge, S.J., gave a course of six talks on race relations, at the Summer School of Catholic Action in New York City, August 20-25. Another important new course was six lectures on "The State and Democracy" by Rev.

George Dunne, S.J. Topics were: The purpose of the state; the failure of capitalism; philosophic errors of capitalism; the trend toward concentration of economic power; the reconciliation of liberty and security; American Catholics and their attitude toward politics.

Prize Awarded The Catholic War Veterans' national organiza-The Catholic War Veterans' national organization has given a \$1,000 war bond to Kyle Boeger, a high-school student of Sunny Hills School, Hockessin, Del., as first prize for an essay on "America's Youth and the Bill of Rights." Fifty awards of \$25 war bonds were given for honorable mention. Contestants to the number of 5107 entered. Most Rev. Richard J. Cushing, D.D., archbishop of Boston, was honorary chairman of the board of judges.

Inter-American Day

Saint Clare College, a school for the Sisters of the Third Order of St. Francis of Assisi, at Milwaukee, Wis., conducted, on July 21, an Inter-American Day under the chairmanship of Sister M. Frederick, O.S.F., Ph.D.

Rev. Edmund J. Goebel, Ph.D., diocesan super-intendent of schools of control of the description.

Rev. Edmund J. Goebel, Ph.D., diocesan super-intendent of schools, opened the day with an address on the value of the project. Sister M. Hubert, O.S.F., M.Ed., observed our southern neighbors in their geographical setting. Sister M. Patrice, O.S.F., who with Sister M. Frederick, O.S.F., toured South America in 1943-44, talked about meeting our neighbors. Sister M. Frederick discussed the 20th-century view of Spanish Catholic traditions.

Spanish Catholic traditions.

Mr. Frank Gross of Milwaukee, who has visited

Mr. Frank Gross of Milwaukee, who has visited Mexico frequently, gave an enlightening account of conditions in that country.

The Sisters, assisted by school children, presented Latin-American songs and dramatizations. One feature was two movies: "Americans All" and "South to the Land of the Conquistadores." Intelligence-Test Survey

The American Magazine, last June, released the results of a survey of opinion of people in a position to know regarding the usefulness of intelligence tests. Here is a summary of opinions:

In the armed forces:

Extremely well — 7 per cent

Extremely well — 7 per cent Rather well — 81 per cent A slight help — 12 per cent No help - 0 per cent In business and industry:
Extremely well—7 per cent
Rather well—60 per cent
A slight help—33 per cent No help — 0 per cent In schools:

In schools:

Extremely well—19 per cent
Rather well—78 per cent
A slight help—3 per cent
No help—0 per cent
"Many of the experts," says The American
Magazine, "judge that intelligence tests are more
useful and reliable in schools than in industries
or in the armed forces."

Study Army and Navy Education

Study Army and Navy Education
What civilian schools and colleges can learn
from Army and Navy wartime educational techfrom Army and Navy wartime educational techniques will be the subject of a two-year study under the auspices of the American Council on Education. The Carnegie Corporation and the General Education Board has appropriated \$150,000 for the project. Dr. Alonzo G. Grace, commissioner of education of Connecticut, will be in charge with leave of absence from his regular week. lar work.

Education in Spain

Education is one of the essential articles in the new Spaniards' Charter (Fuero de los Espanoles), Spaniards Charter (Puero de los Espanoles), adopted in July, 1945, by the Spanish Cortes. All Spaniards "have a right to education and instruction, and the duty of obtaining it either from their families or from private or public schools." Children of special ability are to be assisted in the title to the table till see that the title of the second s that "the state will see that no talent is lost for lack of means."

Success of Vacation Schools of Religion The extraordinary success of the vacation religion schools in the smaller towns of the Archdiocese of St. Louis may be understood from the

(Continued on page 28A)

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# YOUTH REPLIES, I CAN

Edited by May Lamberton Becker. Foreword by Elizabeth Morrow. Stories about heroic children in countries under Nazi domination. Decorations by Warren Chappell. Ages 12 and up. \$2.00

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# THAT COUNTRY CALLED VIRGINIA

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# ALFRED·A·KNOPF

# Catholic Education News

(Continued from page 26A)

establishment, since 1930, of 18 permanent parochial schools. In all, more than 100 summer schools have been operated with some 4000 children in attendance. Three of the parochial schools operate buses.

New Academy

(II The Sisters of the Holy Cross have established a new college-preparatory academy for girls on the recently acquired estate of the late Albert R. Erskine, near South Bend, Ind.

#### PARISH SCHOOLS

The Herald-Citizen, of the Archdiocese of Milwaukee, featured the schools of the archdiocese in its August 25 issue. There are 207 schools, 1926 teachers, and 59,239 pupils. Rev. Dr. Edmund J. Goebel, diocesan superintendent, is president of the secondary-school department of the National Catholic Educational Association.

Attached to the superintendent's office are six supervisors—six Sisters chosen from the 26 religious communities teaching in the archdiocese. As full-time members of the staff of the department of education of the archdiocese, they visit the schools, co-ordinate the courses of studies, observe teaching, give demonstrations, make up examination questions, and administer I.Q. tests to children not quite six years old who seek to enter the first grade.

enter the first grade.

An important organization in the archdiocese is the provision for opportunity rooms in nearly thirty schools. Here special attention is given to backward or handicapped children. Another unusual opportunity has grown, almost by chance, from Calarogo Convalescent Home, established in Milwaukee by the Dominican Sisters for infirm members of their order who temporarily or permanently are unable to do classroom teaching. Many of these Sisters are able to do private tutoring. They are able to help those who are in need of individual attention.

## PUBLIC SCHOOL RELATIONS

(I in New Haven, Conn., the city board of education maintains a public school in a Catholic orphanage. Eight nuns and two laywomen, all certified public-school teachers are paid by the school board. Recently a court decision upheld the right of the New Haven board to collect tuition fees from other communities whose citizens use the school. The court ruled that the school is certainly and legally a public school since it is supported by public taxation and has no classes in religion during school hours.

(II In the fall election in Wisconsin, there will

In the fall election in Wisconsin, there will be a referendum vote as to whether the constitution of the state shall be amended to permit public transportation to be provided for pupils of private and parochial schools.

#### **COLLEGES AND UNIVERSITIES**

(II Rt. Rev. Msgr. P. J. McCormick, rector of the Catholic University of America, has announced that the Office of War Information will include in its American Educational Exhibit in Europe (in Belgium, Holland, Luxemburg, and France) all the publications of the Commission on American Citizenship of the Catholic University of America. These publications include: Better Men for Better Times, the statement of principles of the Commission, by the late Rt. Rev. Msgr. George Johnson; Guiding Growth in Christian Social Living, the curriculum for elementary schools; and the complete series of Faith and Freedom Readers. The exhibit is based on the premise that only through social education, such as that sponsored by the Commission, can some of the most appalling problems of Continental Europe be solved.

III A class in Chinese has been established in the graduate school of the Catholic University of America under the direction of Rev. Sisto A. Rosso, O.F.M. The elementary course will provide an introduction to the elements of Chinese with (Concluded on page 31A)

#### IMPORTANT BOOKS

for

# PHYSICAL EDUCATION

These outstanding books will help you plan and conduct a worthwhile program of Physical Education for boys and girls of all ages and grades:

#### TEACHING PHYSICAL EDUCA-TION IN THE ELEMENTARY SCHOOL by Salt, Fox, Douthett, and Stevens.

Used by over 200 school systems in 46 of the 48 states, this is a complete guide for a grade school Physical Education program. Practical and simple in approach, it tells HOW and WHAT to teach. Rhythms, stunts and tumbling, games, are all included.................\$2.00

#### PHYSICAL EDUCATION FOR EL-EMENTARY SCHOOLS by Neilson and Van Hagen

Contains a usable and efficient graded program for grades 1 to 8. A leading Physical Education supervisor says, "This book is an excellent guide to teachers in formulating and conducting a sound program based upon the needs and interests of children."..........\$2.00

#### RHYTHMS AND DANCES FOR ELEMENTARY SCHOOLS by Dorothy LaSalle

One of the best single collections of rhythms and dances ever published. Simple rhythms for the absolute beginner as well as dances requiring advanced skill. Dances from many countries; complete, careful directions; full music scores \$3.00

# GAMES THE WORLD AROUND by Hunt and Cain

A collection of authentic play activities from 35 countries. These appealing and interesting games will help children to understand and appreciate the customs of other lands. Extremely helpful in integrating Physical Education with other subjects in the curriculum \$3.00

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and we've been <u>doing</u> something about those futures, too!

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# Catholic Education News

(Concluded from page 28A)

exercises in conversation and a survey of the history of the Chinese culture and civilization.

(I From the class of 1945 at Loras College,

Dubuque, Iowa, 21 entered major seminaries last spring, and three more who were completing their college work in the summer session are entering the seminary this fall.

M Xavier University, New Orleans, awarded

14 degrees at its 19th commencement, at the close of the summer session. Xavier University is conducted by the Sisters of the Blessed Sacra-

ment for Indians and Negroes.

and Negroes.

At Youngstown College, a secular institution at Youngstown, Ohio, Rev. Leonard H. Otting, S.J., of John Carroll University, Cleveland, is conducting, for the second year, courses in Scholastic philosophy.

(II The S. S. Webster Victory Ship was named for Webster College, Webster Groves, Mo., a Catholic College for women conducted by the Sisters of Loretto at the foot of the Cross.

© Georgetown University, the veteran Jesuit school in the District of Columbia, conferred the honorary degree of doctor of laws upon President Harry S. Truman at its 146th commence-

ment last June.

[[Providence College, Providence, R. I., has reopened Aquinas Hall, student dormitory idle reopened Aquinas Hall, student dormitory idle since Army classes terminated in the Spring of 1944. The gothic structure, erected in 1940, houses a complete living unit. It was occupied from July, 1943, to April, 1944, by an Army Specialized Training group of 490 student-soldiers. Providence College is conducted by the Dominican Fathers. Very Rev. Dr. Frederick C. Foley, O.P., is president.

(II Xavier University, Antigonish, N. S., has raised more than a million dollars in its recent campaign for expansion. Bishop James Morrison

campaign for expansion. Bishop James Morrison is chancellor of the university.

(II At Mount St. Scholastica College, Atchison, Kans., a conference on the teaching of religion, June 22-23, climaxed a year of intensive study to improve the teaching of religion. Sister Im-maculata Kramer, O.S.B., professor of education and supervisor of schools of the Benedictine Sisters of Atchison, was in charge. Most Rev. Paul C. Schulte opened the conference with Mass and addressed the conference. Lectures or demonstrations were presented by many religious educators, including Rev. Sylvester Schmitz, O.S.B.; Rev. Aloysius Heeg, S.J.; Brother Hilary Bernard, F.S.C.; Rev. Joseph Osdick; Rev. Hugh Farrington, O.S.B.; Sister Malachy, O.S.B.; and

I The class of 1947 has presented to Fordham University a large plaque of His Holiness Pope Pius XII, sculptured by Pietro Montana. It has been placed in the archway of the main entrance near which the Pope, then Cardinal Pacelli, held a public reception when he received the honorary degree of doctor of laws from Fordham, on Nov.

Last year, Manhattan College, New York City, conducted by Brothers of the Christian Schools, taught about 20 courses in engineering and management to from 400 to 500 warworkers Some of the courses were given at industrial plants. This program was sponsored by the U. S.

Office of Education.

C St. John's University, Collegeville, Minn., sponsored, late in May, a meeting of the Catholic All-College Day Discussion Group. Students came from St. Catherine's and St. Thomas' in St. Paul; the Villa St. Scholastica of Duluth; the Newman Club of the University, of Minnesota; St. Mary's of Winona; the Newman Club of St. Cloud State Teachers' College; St. Bene-dict's and St. John's. They discussed educational philosophies, coeducation, adult rural education,

■ Xavier University, Cincinnati, Ohio, has received a gift of \$50,000 from Mrs. Frederick Wallis Hinkle for its emergency and postwar

SCOTT, FORESMAN SALUTES

# Catholic Book Week

. . . . . . . and points with pride to the galaxy of recognized juvenile writers who author the stories of the New Cathedral Basic Readers. Written by people who really know how to spin a yarn that appeals to children, the Cathedral stories just naturally promote reading. The net result is not only improved reading wherever the New O'Brien-Gray Cathedral Basic Readers are used but also the development of permanent reading interests and the cultivation of finer reading tastes.

A brief sampling of the authorship of the New Cathedral stories in the first six grades:

Catherine Beebe Alice Dalgliesh Blanche Jennings Thompson Marguerite de Angeli Rev. Winfrid Herbst Frances M. Fox Charles J. Finger Rev. Harold J. Heagney Joan Windham Sister M. Fides Glass Rev. Gerald Brennan

Rev. Neil Boyton Wolfgang Von Hagen Alma Savage **Ernest Thompson Seton** Joel Chandler Harris Eric P. Kelly Julie Bedier (Sister Juliana) Pearl Buck Padraic Colum Vera Barclay Rev. Daniel A. Lord

A series of biographical sketches of the New Cathedral story authors is running currently in Primary and Middle-Grade Activities.

# Scott, Foresman and Company

CATHOLIC SCHOOL DEPARTMENT

fund. Mrs. Hinkle previously donated the faculty

( St. Mary's University, San Antonio, Tex., conducted by the Fathers and Brothers of the Society of Mary, is conducting a campaign for \$300,000 for a new science building.

(II The University of Santa Clara, Santa Clara,

Calif., has reopened its college of law. Only the

first year will be offered at present.

Assumption College, Windsor, Ontario, is conducting a campaign to raise \$750,000. A new science building will be constructed with the part

of the fund already obtained.

(Loras College, Dubuque, Iowa, is planning a chapel as a memorial to Father Aloysius Schmitt, the first chaplain to die in the present war. He was killed in the attack on Pearl Harbor. A hall on the campus will be erected to the men and women of the Archdiocese of Dubuque who died in the war.

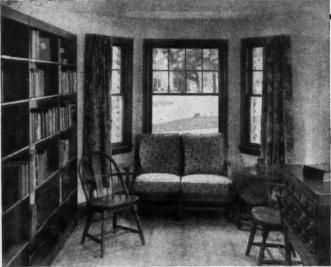
two courses in the summer session—a course in the principles of aeronautics and one in the physics of radio. In the summer of 1944 Sister Aquinas taught aeronautics at the Catholic University of America. Her knowledge has been used by the Civil Aeronautics Administration and the Consolidated Vultee Aviation Corporation.

FIRE-PREVENTION WEEK

October 7-13

Check School and Home for Fire Hazards

# Informal Surroundings encourage reading



Homer Public Library, Homer, Michigan

The removal of an institutional air seems sufficient to encourage both children and adults to give books in a library the same friendly opportunity to become friends that is accorded those in the home. Individual tastes of librarians have given these installations names ranging from "book nooks" to "browsing corners".

Gaylord Bros. equipment is ideally adapted to this newest library trend. In the illustration at left, a settee, low drop-leaf table, and Windsor chairs capture the spirit of intimacy, yet retain the traditional Gaylord standards of lasting quality. Materials and man-power shortages have caused us several months' delay in filling furniture orders, but we stand ready, as always, to render assistance with any planning program you may consider.

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# FIRE EXTINGUISHERS MUST "WORK"

One of the important duties of Fire Prevention Week, October 7-13, is to check the fire extinguishers in the school building.

Hand fire extinguishers must be kept ready for instant use or they may fail to operate properly when needed. To maintain them in good working order, they must be inspected frequently, refilled immediately after use, and thoroughly serviced at least once a year.

The annual servicing may be carried on throughout the year by a few experienced men, who also take care of recharging. If a large number of extinguishers is involved, the work can be done at one time by a group especially assigned to this duty. Inexperienced men should be supervised to assure correct treatment and reassembly of each extinguisher. In no case should so many extinguishers be removed for servicing at the same time as to leave any area without protection.

Soda-acid and foam extinguishers must be recharged annually, if they have not been used and refilled in the meantime. Other types are recharged only after use. The tag attached to each extinguisher should show the last date of recharging or annual servicing. Only replacement parts or recharging materials made by the manufacturer of the extinguisher being serviced should be used. The servicing procedure for each type is as follows:

## Vaporizing Liquid

Test the action by pumping some of the contents into a clean, dry container, and return the discharged liquid. In the case of the pumpgun types, add more liquid, if necessary, to

bring the level to within half an inch of the top. In servicing the stored-pressure type, bring the liquid to the proper level and replenish the air pressure.

Never recharge a vaporizing-liquid extinguisher with ordinary carbon tetrachloride or use water to test operation, as either will cause corrosion. Do not lubricate any part of the extinguisher.

## Soda Acid

Be sure the nozzle opening is clear; then invert the extinguisher and discharge the contents. Unscrew the head and examine the gasket, which should be replaced if it is damaged or badly worn. Remove the cage containing the acid bottle, putting aside the stopple for later replacement. Make sure all the extinguisher parts are kept together so that they may later be returned to their respective units.

Rinse the extinguisher shell thoroughly with warm water, draining it through the hose. Open clogged holes in the hose strainer with a piece of wire. Replace the hose and nozzle, if badly worn or damaged.

Dissolve the dry chemical in lukewarm water, according to directions on the recharge package. Pour the solution into the extinguisher shell, and bring to the filling mark by adding water. Remove the cork from the new acid bottle and replace it with the stopple from the old bottle. Replace bottle and cage in the extinguisher neck. (If any acid spills on the skin or clothing, wash it off with water.) Rub a little vaseline on the shell threads and replace the head, using only hand power. Be sure that the gasket fits snugly against the shell neck.

Caution: If the extinguisher looks badly dented, or the seams appear weakened, do not discharge. Instead, remove the head and pour out the contents. Return to the manufacturer or his agent for repair.

# Foam

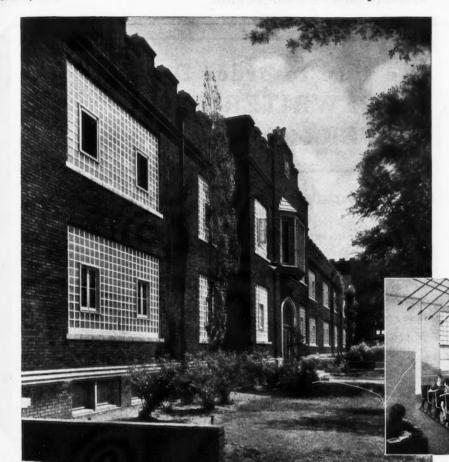
As in the case of the soda acid, discharge by inverting. Remove the head and lift out the inner tank. Rinse the extinguisher thoroughly, draining water out through the hose. Dissolve the charging material according to instructions on the packages, using hot water for the A charge and lukewarm water for the B charge. Pour solution A into the inner cylinder and solution B into the outer tank, bringing both up to the filling marks by adding water. Replace the stopple on the inner tank and return it to the extinguisher shell. Replace the head, as for the soda acid.

#### Loaded Stream and Gas Cartridge

Since these types operate by gas released from a carbon-dioxide cartridge, they should not be discharged for the annual servicing. Remove the head and gasket and inspect parts as outlined under the soda-acid. Remove the cartridge and weigh on an accurate scale. A loss of half an ounce or more indicates leakage and a new cartridge should be inserted. If necessary, add water to bring the liquid in the tank up to the filling mark. Then replace the head.

#### Carbon Dioxide

Examine hose and horn for defects and see that the seal on the operating valve is intact. Weigh the unit. If there is a loss of weight, (Concluded on page 46A)



St. LOUIS UNIVERSITY HIGH SCHOOL, St. Louis, Missouri. All of the old-fashioned windows in this building were replaced with lustrous, lightflooded panels of Insulux Light-Directional Block. This eliminated glare and provided better light control.

# Light for all-without glare!

Here's news! Modern science has found a way to eliminate troublesome glare and to flood school rooms with *natural daylight*.

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This has been accomplished through the use of the new Insulux No-Glare and Light-Directional Block.

Panels of Insulux Light-Directional Block transmit and diffuse light far better than ordinary windows. In addition —they bend the main beam of light upward to the ceiling so that it is reflected deep into the interior of the classroom. The result? There is *light for all — without objectionable glare*. Users find that shades are not needed.

Investigate! Panels of Insulux are now being used in schools throughout America to daylight classrooms, laboratories, gymnasiums, libraries, swimming pools, corridors and entry ways.

Insulux panels have other advantages. They provide privacy along with light. They cut down sound transmission. And they reduce materially the cost of heating, maintenance and air conditioning.

GRIDLEY SCHOOL, Gridley Illinois. Architects, Deal and Deal, Lincoln, Ill. This classroom was daylighted with a combination panel made up of windows and Light-Directional Block. As a result, the main beam of light is bent upward to the light colored ceiling and is reflected deep into the interior of the classroom.



Insulux Glass Block is a functional building material—not merely a decoration. It is designed to do certain things that other building materials cannot do.

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# New Supplies and Equipment

Production, Service, and Sales News for School Buyers

#### COLOR DYNAMICS FOR SCHOOLS

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Color Engineering Department, Pittsburgh Plate Glass Co., 632 Duquesne Way, Pittsburgh

For brief reference use CSJ-1011.

#### JUDGES APPOINTED BY I. T. & T. FOR AMATEUR MOVIE CONTEST

The executive board of International Theatrical & Television Corporation, announced recently the appointment of the first eight members of the board of eleven judges to select the prize-winning films in the International Amateur Movie Contest. The first six members of this committee are known Hollywood personalities, whereas the remainder of the group will be leaders chosen from the nontheatrical 16mm, field, in order that the value of the films may be judged from both theatrical and nonprofessional standards. This committee to date consists of Louella Parsons, Hollywood columnist, Jesse Lasky, producer, Veronica Lake, Paramount Picture Star, Hal Mohr, Universal cameraman, Bill Meiklejohn, talent and casting director for Paramount Pictures, Mitchell Leisen, director, Norris Harkness, photographic editor of the New York Sun, and executive secretary of the National Photographic Dealers Association, and Russell Potter, director of the Institute of Arts and Sciences of Columbia University. The eleventh judge will be George A. Hirliman, president of I. T. & T. This judging body will not only select the first prize-winning film which will receive a \$10,000 award, but will also select the additional ten films which will be commercially distributed, and for which the winners will receive a royalty percentage that will be comparable to that given to professional producers throughout the country.

International Theatrical and Television Corp., 25 W. 45th St., New York 19, N. Y. For brief reference use CSJ—1012.

#### REMINGTON RAND OFFICES

Remington Rand, Inc., announces the removal of the executive, sales, merchandise, and pricing departments of the systems division from Buffalo to New York City. The new offices are located at 315 Fourth Avenue, New York 10, N. Y.

#### AUTOMATIC DISHWASHER

A new design of fully automatic dishwasher, that will take this kitchen appliance out of the luxury class will be introduced when full consumer production is resumed. It will be an electric unit called the Waste-Away that will grind up garbage and flush it down the kitchen drain. To operate the automatic dishwasher, dishes, glassware, and silver are placed in the top-opening unit, the lid closed, and "press the button." The machine then sprays the dishes, washes them, rinses them twice, cleans and drains itself automatically and then shuts off. The complete cycle requires only twelve minutes.

Westinghouse Electric Appliance Division, Mansfield, Ohio.

For brief reference use CSJ-1013.

#### COLOR MATERIALS FOR ART **EDUCATION**

The U. S. Department of Commerce, National Bureau of Standards has released the Recommended Commercial Standard, T.S. 3961 for color materials for art education in schools. The purpose is to guide school authorities in the purchase of color materials, as to satisfactory color, working properties and durability, elimination of confusion in nomenclature; and to promote fair competition among manufacturers. The standard set-up covers practically all working and color mate-rials commonly used in schools. It defines standards and gives specifications of the various materials.

National Bureau of Standards, Department of Commerce, Washington, D. C. For brief reference use CSJ-1014.

# H. F. SCHAEFER

The appointment of Mr. Henry F. Schaefer, Jr., as branch manager of the Empire State division of American Seating Company, of Grand Rapids, Mich., has been announced by J. M. VerMeulen, general sales manager for the company. Mr. Schaefer recently assumed his new duties in Syracuse, N. Y., under the direction of the eastern divisional manager, J. J. Thompson.

# I. T. & T. CORPORATION OPENS OFFICE IN ST. LOUIS

George A. Hirliman, president of International Theatrical and Television Corporation, announced today the acquisition of a new branch office which will be entitled International Theatrical and Television Corporation of Missouri. This new office, will be located at 3326 Olive Street in St. Louis. I. T. & T. of Missouri will conduct business throughout the states of Missouri, Oklahoma, and Kansas, and will start operations immediately.

(Continued on page 36A)

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How do electric toasters and percolators operate?

What makes an electric motor run?

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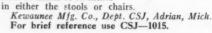
# New Supplies

(Continued from page 34A)

#### SEAT STUDENTS PROPERLY

Kewaunee Automatic Adjustable Chairs and Stools are especially designed for use in class-

rooms where art, architecture, chemistry, or any other related subjects are taught. These chairs and stools are instantly adjustable to meet every requirement for proper seating. Automatic adjustments are made by merely lifting or lowering seat to the desired height. Kewaunee chairs and stools save instructors time, increase student efficiency, lessen fatigue . . . seat every student properly and com-fortably. They are especially adaptable to laborawork. Four seatheight ranges are available from 12 inches to 36 inches



## HICKS NEW CATALOG

The evolution of the school bus is graphically described and illustrated in a new catalog. From "Straight-lined to Streamlined" Arch Safety-Bilt buses are now available. Engineering and manufacturing facilities have contributed many developments which add to the safety of pupil trans-portation. Prompt deliveries are assured.

Hicks Body Sales Co., Lebanon, Ind. For brief reference use CSJ-1016.

#### NEW 16MM. MOTION-PICTURE **PROJECTOR**

The Ampro Corporation of Chicago is pleased to announce the new Amprosound "Premier-10" Sound-On-Film 16mm. Projector with aluminum castings throughout, equipped for both silent and sound film speeds and reverse operation. This model is light, compact, and portable, with extremely simplified design. For education it represents an "ideal" sound projector for classrooms and smaller auditoriums. The Amprosound "Premier-10" embodies the results of more than a decade of experience in building precision 16mm. projectors - plus the knowledge gained from the rigorous tests to which Ampro machines have been subjected on far-spread fighting fronts.

Ampro Corporation, 2835 North Western Avenue, Chicago 18, Ill.

For brief reference use CSJ-1017.

#### RIGHTS TO KODACHROME FEATURE ACQUIRED

World rights to the four-reel kodachrome feature made in Mexico by Alvin Gordon of Contemporary Films, have been acquired, by International Theatrical and Television Corporation. Streamlined feature dramatizes the Chamulla Indian tribe whose services were necessary in constructing the highway through the mountain-ous country of Chiapas. Film will be distributed in Latin American countries as well as through-out the United States and all English-speaking countries

International Theatrical and Television Corp., 25 W. 45th St., New York 19, N. Y. For brief reference use CSJ—1018.

#### TOSCANINI DIRECTS

The golden anniversary of the premiere of Puccini's "La Boheme" will be observed by Arturo Toscanini, who conducted the world's first per-

formance of the great opera in Turin in 1896, with a gala two-week broadcast of the complete work of the General Motors Symphony of the Air program, Feb. 3 and Feb. 10, 1946. (NBC 5:00 to 6:00 p.m., E.W.T.) Maestro Toscanini's celebration of the important musical anniversary will utilize the talents of the N.B.C. symphony orchestra and noted operatic soloists. Thus far Jan Peerce, tenor, and Licia Albanese, soprano, have been signed for the leading roles. "La Boheme" was produced for the first time at the Teatro Regio in Turin on February 1, 1896. The broadcast re-enactment by the original conductor takes on the aspect of the major anniversary tribute to the Puccini work.

#### **NEW FILM RELEASES**

Play in the Snow

A new Encyclopaedia Britannica Classroom Film produced in collaboration with Lawrence E. Briggs, M.S., Mass. State College, Amherst, Mass. Against a snow-covered background are dramatized the activities of three children and their friends in building a snow man, playing fox and geese, coasting, and skiing. The film shows healthy, happy relationships of children at play. Appropriate clothing, health habits, and safety during play in the snow are depicted. Designed for the primary grades, this film may serve to stimulate reading about winter activities; to inaugurate classroom discussions leading to sharing experiences and knowledge of winter sports or to consideration of simple health and safety rules for winter play. One reel, safety stock.

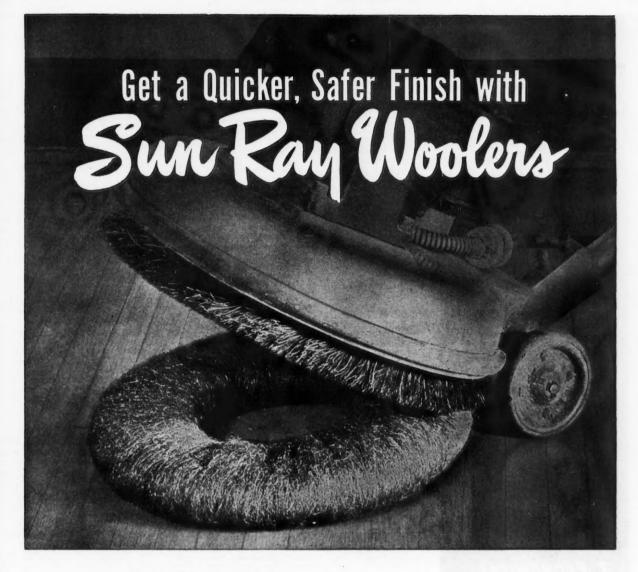
Encyclopaedia Britannica Films, Inc., 20 No. Wacker Drive, Chicago 6, Ill.

For brief reference use CSJ-1019.

# Classroom Films Correlated With

School Programs

The sixth edition of the book by Dr. H. A. Gray, as revised by Dr. M. Brodshaug and Miss (Concluded on page 38A)



# **Best for Schools**

The nearest thing to an absolutely non-slip waxed floor-surface is one that is finished with Sun Ray Woolers. These patented, scientifically tailored woolers have radially-placed strands that rotate at right angles to the work, removing excess wax

quicker, and hardening the film so effectively that slipperiness is reduced to a minimum. This is true whether the floors are wood, linoleum, rubber or mastic. Just one operation cleans, dry-scrubs and polishes—a big saving in labor and wax. Sun Ray can be suc-

cessfully used with a fibre brush on all disc-type floor machines. Finish your floors the safe and economical Sun Ray Wooler Way!

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# New Supplies

M. Bittman, to help teachers integrate the classroom film in school programs has just been released. This edition brings up to date the integration of Encyclopaedia Britannica Classroom Films with various subject-matter areas at different grade levels. This correlation study is widely used by instructors of audio-visual courses in colleges and universities. The suggestions in Classroom Films Correlated With School Programs, are a result of more than fifteen years of research in the production, evaluation and utilization of classroom films.

Director of School Relations, Encyclopaedia Britannica Films, Inc., Chicago 6, Ill. For brief reference use CSJ-1020.

DeVry Postwar Selling

Immediate adoption by DeVry Corporation, pioneer Chicago manufacturers of motion-picture sound equipment, of postwar sales plans built around the use of trailer-housed sales demonstrating units is announced by William C. DeVry. Thus, DeVry postwar selling will have the advan-tage of maximum mobility as well as that of sight and sound. DeVry trailer units will be equipped to give on-the-ground demonstrations of all types of audio-visual teaching and training equipment in remote country schools as well as in major cities. This equipment includes heavyduty professional theater projectors, semiportable and portable 35mm. theater and auditorium sound-on-film projectors, 16mm. portable sound-on-film and silent projectors, stationary and portable sound systems, slide and film-strip projectors, stereopticons, microphones, turntables, projection screens, and related equipment and accessories. The equipment also includes 35mm. and 16mm. educational and entertainment films and DeVry Filmsets.

DeVry Corporation, 1111 Armitage Avenue, Chicago 14, Ill.

For brief reference use CSJ-1021.

"Film-Tel" - July

An attractive news bulletin publishing news of current films of interest. Announcement is made that I. T. & T. has acquired world rights in 16mm, and 35mm, and television on all products that were ever produced by Mascot pictures. More than 19 feature pictures and 20 serials were obtained. Topnotch stars are featured in both features and serials.

Vocational Films. Recently production was completed on three vocational films, on leather working, silver smithing, and on silk-screen

Africa Speaks. An outstanding feature film about the Dark Continent.

Religious Program. Gerold C. Barry, heading the religious film division, will add religious releases to the company agenda. Among the first: "The Virgin of Guadalupe," the story of the "Miracle of Tepeyac" and the conversion of

Chesterfield and Invincible. Sixty-nine Chesterfield films have been acquired.

"Film-Tel" gives all the details on the foregoing International Theatrical & Television Corp., 25 W. 45th St., New York 19, N. Y. For brief reference use CSJ—1022.

#### Releases of the Filmosound Library

Hi Good Lookin' (Universal). No. 2562. New twist to the Pygmalion theme. Available from September 24, 1945, for approved non-theatrical audiences.

Ladies Courageous (Universal). No. 2564. The saga of our women ferry pilots, a civilian outfit, later admitted to the Army Air Force. Available from September 17, 1945, for approved nontheatrical audiences.

People of the Ponds. No. 5848. A study of the microscopic life inhabiting a pool in an extinct volcano. Remarkable photography of beating heart of Water Flea, seen through its almost transparent body. Trumpet Animalcule. Rotifer Cyclops. Hydra. Varied reproductive methods. (Produced

Bell & Howell Company, 7100 McCormick Rd. Chicago 45, Ill.
For brief reference use CSJ-1023.

Report on China

American collaboration with China in its fight for freedom and an historical review of China's Yat-Sen comprises the story told in the new 16mm. United China Relief film for 1945-46, and entitled "Report on China." The film runs approximately 34 minutes and prints will be ready for early release. The well-known actor, Raymond Massey, is narrator of the film.

United China Relief, at 1790 Broadway, New York 19, N. Y.

For brief reference use CSJ-1024.

#### DEATH VALLEY NATIONAL MONUMENT

Death Valley National Monument, a 16mm. educational film, presents 400 feet (12 minutes running time) of superb photography. It is a beautiful filming of the wonders of the Valley of color and sunshine created years ago and changed but little with the passing of time. A Paul Hoefler production.

DeVry Films & Laboratories, 1111 Armitage Ave., Chicago, Ill.

For brief reference use CSJ - 1025.

#### FILM SCOPE CHART

The release of the seventeenth edition of the utilization scope chart of Encyclopaedia Britannica (Erpi) Classroom Films has been announced. The new format of the publication makes it far more useful. Films are grouped under their area and subject matter. The primary film correlation is easily identified. Film content is brief but adequate to assist the educator in film selection. Encyclopaedia Britannica Films, Inc., 20 N.

Wacker Drive, Chicago 6, Ill.
For brief reference use CSJ — 1026.

NATIONAL FILM BOARD OF CANADA

An interesting listing of Canadian government films procurable in the United States is at hand. A wide range of titles is given. Among the interesting subjects will be found agriculture, educa-

costing subjects will be round agriculture, educa-tion, social planning, sports, and war. Brandon Films, Inc., 1600 Broadway, New York 19, N. Y.

For brief reference use CSJ—1027.

#### HONOR MOVIE EQUIPMENT MANUFACTURER

More than 30 years ago this spring, the late Dr. Herman A. DeVry emerged from the basement of his Chicago home with the world's first portable motion-picture projector. Today, this original "suitcase projector" as it was then called, is on its way to Washington to take its place in Smithsonian Institution along with other the Smithsonian Institution along with other outstanding mechanical contributions to the progress and profit of mankind. This selection of the DeVry "theater in a suitcase" by Smithsonian is one of three signal honors accorded DeVry Corporation, pioneer Chicago Motion Picture Equipment Manufacturers. To DeVry Employees has been awarded the fifth Army-Navy "E" Flag for production excellence.

Dr. DeVry early predicted that the time would come when the number of people being instructed and informed by motion pictures would exceed those being entertained by them. Wartime uses of movies to train fighters, instruct workers, and for propaganda purposes in remote sections of the world has fulfilled this prediction.

THE RETURNING VETERAN

"When is my boy coming home?" is not the only question which is on everybody's lips today. For many the second question is: "What is to For many the second question is: "What is to happen when he does come home?" You can find the answers to both questions in the latest March of Time, "The Returning Veteran," which shows you how to help your serviceman with tact and understanding. It points out, too, the dangers which these returning veterans must avoid, such as unscrupulous demagogues and others who would exploit them politically.



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- 1200 Glison St., Portland, Ore. WEST VIRGINIA: D. E. Lovett P. O. Box 1127, Clarksburg. WISCONSIN: Gallagher Film Service 123 S. Washington St., Green Bay 641 N. 7th St., Milwaukee.

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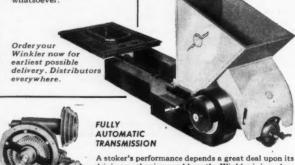
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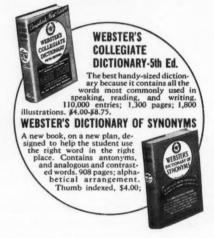
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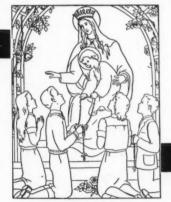
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